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四级 · 真题卷第2套 · 2016年6月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a letter to express your thanks to one of your friends who helped you most when you were in difficulty. 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) 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.
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.

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

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

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

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.
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.
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.

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

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

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.
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.
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.
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.

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) 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.
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.
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.

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

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.
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.
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.

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

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

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.

Signs barring cell-phone use are a familiar sight to anyone who has ever sat in a hospital waiting room. But the 26 popularity of electronic medical records has forced hospital-based doctors to become 27 on computers throughout the day, and desktops—which keep doctors from bedsides—are 28 giving way to wireless devices.

As clerical loads increased, "something had to 29 , and that was always face time with patients." says Dr. Bhakti Patel, a former chief resident in the University of Chicago's internal-medicine program. In fall 2010, she helped 30 a pilot project in Chicago to see if the iPad could improve working conditions and patient care. The experiment was so 31 that all internal-medicine residents at the university now get iPads when they begin the program. Johns Hopkins' internal-medicine program adopted the same 32 in 2011. Medical schools at Yale and Stanford now have paperless, iPad-based curriculums. "You'll want an iPad just so you can wear this" is the slogan for one of the new lab coats 33 with large pockets to accommodate tablet computers.

A study of the University of Chicago iPad project found that patients got tests and 34 faster if they were cared for by iPad-equipped residents. Many patients also 35 a better understanding of the illnesses that landed them in the hospital in the first place.

- | | |
|--------------|---------------|
| A) dependent | I) policy |
| B) designed | J) prospect |
| C) fast | K) rather |
| D) flying | L) reliable |
| E) gained | M) signal |
| F) give | N) successful |
| G) growing | O) treatments |
| H) launch | |

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**.

Ancient Greek Wisdom Inspires Guidelines to Good Life

- A) Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases? The answer is yes, according to a new book *The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life*. The book is co-authored by Long Island University's philosophy professor Michael Soupios and economics professor Panos Mourdoukoutas.
- B) The wisdom of the ancient Greek philosophers is timeless, says Soupios. The philosophy professor says it is as relevant today as when it was first written many centuries ago. "There is no expiration(失效) date on wisdom," he says. "There is no shelf life on intelligence. I think that things have become very gloomy these

days, lots of misunderstanding, misleading cues, a lot of what the ancients would have called sophistry(诡辩). The nice thing about ancient philosophy as offered by the Greeks is that they tended to see life clear and whole, in a way that we tend not to see life today."

- C) Soupios, along with his co-author Panos Mourdoukoutas, developed their 10 golden rules by turning to the men behind that philosophy—Aristotle, Socrates, Epictetus and Pythagoras, among others. The first rule—examine your life—is the common thread that runs through the entire book. Soupios says that it is based on Plato's observation that the unexamined life is not worth living. "The Greeks are always concerned about boxing themselves in, in terms of convictions(信念)," he says. "So take a step back, switch off the automatic pilot and actually stop and reflect about things like our priorities, our values, and our relationships."
- D) As we begin to examine our life, Soupios says, we come to Rule No. 2: Worry only about things that you can control. "The individual who promoted this idea was a Stoic philosopher. His name is Epictetus," he says. "And what the Stoics say in general is simply this: There is a larger plan in life. You are not really going to be able to understand all of the dimensions of this plan. You are not going to be able to control the dimensions of this plan."
- E) So, Soupios explains, it is not worth it to waste our physical, intellectual and spiritual energy worrying about things that are beyond our control. "I can not control whether or not I wind up getting the disease swine flu, for example," he says. "I mean, there are some cautious steps I can take, but ultimately I can not guarantee myself that. So what Epictetus would say is sitting at home worrying about that would be wrong and wasteful and irrational. You should live your life attempting to identify and control those things which you can genuinely control."
- F) To have a meaningful, happy life we need friends. But according to Aristotle—a student of Plato and teacher of Alexander the Great—most relationships don't qualify as true friendships. "Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend," Soupios says. "Real friendship is when two individuals share the same soul. It is a beautiful and uncharacteristically poetic image that Aristotle offers."
- G) In our pursuit of the good life, he says, it is important to seek out true pleasures—advice which was originally offered by Epicurus. But unlike the modern definition of Epicureanism as a life of indulgence(放纵) and luxury, for the ancient Greeks, it meant finding a state of calm, peace and mental ease.
- H) "This was the highest and most desirable form of pleasure and happiness for the ancient Epicureans," Soupios says. "This is something that is very much well worth considering here in the modern era. I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in a mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure."
- I) Other golden rules counsel us to master ourselves, to avoid excess and not to be a prosperous(发迹的) fool. There are also rules dealing with interpersonal relationships: Be a responsible human being and do not do evil things to others.
- J) "This is Hesiod, of course, a younger contemporary poet, we believe, with Homer," Soupios says. "Hesiod offers an idea—which you very often find in some of the world's great religions, in the Judeo-Christian tradition and in Islam and others—that in some sense, when you hurt another human being, you hurt yourself. That damaging other people in your community and in your life, trashing relationships, results in a kind of self-inflicted(自己招致的) spiritual wound."

- K) Instead, Soupios says, ancient wisdom urges us to do good. Golden Rule No. 10 for a good life is that kindness toward others tends to be rewarded.
- L) "This is Aesop, the fabulist(寓言家), the man of these charming little tales, often told in terms of animals and animal relationships," he says. "I think what Aesop was suggesting is that when you offer a good turn to another human being, one can hope that that good deed will come back and sort of pay a profit to you, the doer of the good deed. Even if there is no concrete benefit paid in response to your good deed, at the very least, the doer of the good deed has the opportunity to enjoy a kind of spiritually enlightened moment."
- M) Soupios says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life where we stop living as onlookers and become engaged and happier human beings. And that, he notes, is a life worth living.
36. According to an ancient Greek philosopher, it is impossible for us to understand every aspect of our life.
37. Ancient philosophers saw life in a different light from people of today.
38. Not all your business partners are your soul mates.
39. We can live a peaceful life despite the various challenges of the modern world.
40. The doer of a good deed can feel spiritually rewarded even when they gain no concrete benefits.
41. How to achieve mental calmness and contentment is well worth our consideration today.
42. Michael Soupios suggests that we should stop and think carefully about our priorities in life.
43. Ancient philosophers strongly advise that we do good.
44. The wise teachings of ancient Greek thinkers are timeless, and are applicable to contemporary life.
45. Do harm to others and you do harm to yourself.

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.

Attitudes toward new technologies often fall along generational lines. That is, generally, younger people tend to outnumber older people on the front end of a technological shift.

It is not always the case, though. When you look at attitudes toward driverless cars, there doesn't seem to be a clear generational divide. The public overall is split on whether they'd like to use a driverless car. In a study last year, of all people surveyed, 48 percent said they wanted to ride in one, while 50 percent did not.

The fact that attitudes toward self-driving cars appear to be so steady across generations suggests how transformative the shift to driverless cars could be. Not everyone wants a driverless car now—and no one can get one yet—but among those who are open to them, every age group is similarly engaged.

Actually, this isn't surprising. Whereas older generations are sometimes reluctant to adopt new technologies, driverless cars promise real value to these age groups in particular. Older adults, especially those with limited mobility or difficulty driving on their own, are one of the classic use-cases for driverless cars.

This is especially interesting when you consider that younger people are generally more interested in travel-related technologies than older ones.

When it comes to driverless cars, differences in attitude are more pronounced based on factors not related to age. College graduates, for example, are particularly interested in driverless cars compared with those who have less education: 59 percent of college graduates said they would like to use a driverless car compared with 38 percent of those with a high-school diploma or less.

Where a person lives matters, too. More people who lived in cities and suburbs said they wanted to try driverless cars than those who lived in rural areas.

While there's reason to believe that interest in self-driving cars is going up across the board, a person's age will have little to do with how self-driving cars can become mainstream. Once driverless cars are actually available for sale, the early adopters will be the people who can afford to buy them.

46. What happens when a new technology emerges?

- A) It further widens the gap between the old and the young.
- B) It often leads to innovations in other related fields.
- C) It contributes greatly to the advance of society as a whole.
- D) It usually draws different reactions from different age groups.

47. What does the author say about the driverless car?

- A) It does not seem to create a generational divide.
- B) It will not necessarily reduce road accidents.
- C) It may start a revolution in the car industry.
- D) It has given rise to unrealistic expectations.

48. Why does the driverless car appeal to some old people?

- A) It saves their energy.
- B) It helps with their mobility.
- C) It adds to the safety of their travel.
- D) It stirs up their interest in life.

49. What is likely to affect one's attitude toward the driverless car?

- A) The location of their residence.
- B) The field of their special interest.
- C) The amount of training they received.
- D) The length of their driving experience.

50. Who are likely to be the first to buy the driverless car?

- A) The seniors.
- B) The educated.
- C) The wealthy.
- D) The tech fans.

Passage Two

Questions 51 to 55 are based on the following passage.

In agrarian(农业的), pre-industrial Europe, "you'd want to wake up early, start working with the sunrise, have a break to have the largest meal, and then you'd go back to work," says Ken Albala, a professor of history at the University of the Pacific. "Later, at 5 or 6, you'd have a smaller supper."

This comfortable cycle, in which the rhythms of the day helped shape the rhythms of the meals, gave rise to the custom of the large midday meal, eaten with the extended family. "Meals are the foundation of the family," says Carole Counihan, a professor at Millersville University in Pennsylvania, "so there was a very important interconnection between eating together" and strengthening family ties.

Since industrialization, maintaining such a slow cultural metabolism has been much harder, with the long midday meal shrinking to whatever could be stuffed into a lunch bucket or bought at a food stand. Certainly, there were benefits. Modern techniques for producing and shipping food led to greater variety and quantity, including a tremendous increase in the amount of animal protein and dairy products available, making us more vigorous than our ancestors.

Yet plenty has been lost too, even in cultures that still live to eat. Take Italy. It's no secret that the Mediterranean diet is healthy, but it was also a joy to prepare and eat. Italians, says Counihan, traditionally began the day with a small meal. The big meal came at around 1 p.m. In between the midday meal and a late, smaller dinner came a small snack. Today, when time zones have less and less meaning, there is little tolerance for offices' closing for lunch, and worsening traffic in cities means workers can't make it home and back fast enough anyway. So the formerly small supper after sundown becomes the big meal of the day, the only one at which the family has a chance to get together. "The evening meal carries the full burden that used to be spread over two meals," says Counihan.

51. What do we learn from the passage about people in pre-industrial Europe?

- A) They had to work from early morning till late at night.
- B) They were so busy working that they only ate simple meals.
- C) Their daily routine followed the rhythm of the natural cycle.
- D) Their life was much more comfortable than that of today.

52. What does Professor Carole Counihan say about pre-industrial European families eating meals together?

- A) It was helpful to maintaining a nation's tradition.
- B) It brought family members closer to each other.
- C) It was characteristic of the agrarian culture.
- D) It enabled families to save a lot of money.

53. What does "cultural metabolism"(Line 1, Para. 3) refer to?

- A) Evolutionary adaptation.
- B) Changes in lifestyle.
- C) Social progress.
- D) Pace of life.

54. What does the author think of the food people eat today?

- A) Its quality is usually guaranteed.
- B) It is varied, abundant and nutritious.
- C) It is more costly than what our ancestors ate.
- D) Its production depends too much on technology.

55. What does the author say about Italians of the old days?

- A) They enjoyed cooking as well as eating.
- B) They ate a big dinner late in the evening.
- C) They ate three meals regularly every day.
- D) They were expert at cooking meals.

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**.

在山东省潍坊市, 风筝不仅仅是玩具, 而且还是这座城市文化的标志。潍坊以"风筝之都"而闻名, 已有将近2,400年放飞风筝的历史。传说中国古代哲学家墨子用了三年时间在潍坊制作了世界上首个风筝, 但放飞的第一天风筝就坠落并摔坏了。也有人相信风筝是中国古代木匠鲁班发明的。据说他的风筝用木头和竹子制作, 飞了三天后才落地。

2016年6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2016年6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(2016-06) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write a letter to express your thanks to one of your friends who helped you most when you were in difficulty. You should write at least 120 words but no more than 180 words.

【参考范文·137 词】 写作无唯一标准答案，以下为达标示范

Dear Michael,

I am writing to express my sincere gratitude to you, the friend who helped me most when I was going through the hardest time of my college life. Words can hardly convey how thankful I feel.

I still remember that when I broke my leg last winter and could not walk to class, you visited me every single day. You carried my meals to the dormitory, borrowed lecture notes for me, and patiently explained the calculus problems I had missed. Thanks to your company, those lonely weeks became warm and bearable.

Your kindness meant far more to me than I can say, for it taught me what true friendship really is. I sincerely hope that one day I will have the chance to return your generosity when you need a hand.

Sincerely, Li Ming

【参考译文】

亲爱的迈克尔：

我写这封信是想向你致以最真挚的谢意——在我大学最艰难的日子里，是你帮了我最多。言语几乎无法表达我内心的感激。

我仍然记得，去年冬天我摔断了腿、无法走去上课时，你每天都来看我。你把饭菜端到宿舍，替我借来课堂笔记，还耐心地给我讲解我落下的微积分题目。多亏有你的陪伴，那几个孤单的星期才变得温暖而可以承受。

你的善意对我的意义远超我所能言说，因为它让我懂得了什么才是真正的友谊。我真心希望有朝一日，能在你需要帮助时回报你的这份慷慨。

此致 李明

【第 1 段】称呼到位。以 "Dear Michael," 顶格开头，用名字锁定这位挚友，占住书信格式第一个采分点。

【第 2 段】首段亮明目的。"I am writing to express my sincere gratitude to you" 直接套用亮明致谢目的的句架开门见山，再用 "Words can hardly convey how thankful I feel" 加重谢意，落实 to express your thanks。

【第 3 段】事例具体可信。用 "I still remember that when I broke my leg last winter" 设定困境，再以 "visited me every single day""carried my meals""borrowed lecture notes""explained the calculus problems" 并列三四个具体动作，把 helped you most when you were in difficulty 写实，避免空洞。过去的事全用过去时。

【第 4 段】情感升华并愿回报。"Your kindness meant far more to me than I can say" 把帮助上升为意义，"I sincerely hope that one day I will have the chance to return your generosity" 表达愿日后回报，收束真挚。

【第 5 段】敬语署名收口。以 "Sincerely," 加化名 "Li Ming" 落款，补齐书信格式最后两个采分点，且不暴露真实姓名。

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

给帮你最多的朋友写致谢信

任务一句话钉死：写一封信，向困境中帮你最多的那位朋友致谢。要求原文 write a letter to express your thanks to one of your friends who helped you most when you were in difficulty，三个限定词一个都不能丢——文体是信（letter）、目的是致谢（thanks）、对象是特定的一位朋友、时间是你身处困境时。

读者 · 语域

写给挚友，亲切而真诚

读者是 one of your friends who helped you most，是关系亲近的朋友，不是上级或陌生人，所以语域走亲切、真挚的半正式书面语：称呼用 Dear + 名字，语气可以带感情，但仍要成句、不用网络缩写。落款按四级习惯用化名 Li Ming，不写真名。

中心立意

感激困境中挚友的雪中送炭

全篇交际目的：向 one of your friends who helped you most when you were in difficulty 表达真挚谢意，并让对方感到这份帮助被你铭记。围绕这一个中心组织所有内容，不跑去写别的事。

要展开的要点

1. 开门见山道谢

首先点明写信目的就是致谢，紧扣 to express your thanks，一上来就让读者知道这是一封感谢信。

2. 具体讲清怎样帮你

回忆 when you were in difficulty 的具体情境（如摔伤、生病、学业受挫），并写出对方做的 2~3 件具体的事，这是三要点里最能打动人的一条，不能只写一句谢谢。

3. 升华意义并愿回报

说明这份帮助对你的意义，并表达日后愿意回报之情，把致谢从事件上升到情感，呼应对方 helped you most 的分量。

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——对应。

第 1 段 称呼

顶格写 Dear + 朋友名字，点明收信人。

第 2 段 首段·表明目的与谢意

开门见山说明这是一封感谢信，呼应 to express your thanks。

第 3 段 中段·叙述具体帮助

回忆 when you were in difficulty 的情境与对方的具体援手。

第 4 段 尾段·升华情感与回报

说明帮助的意义并表达愿日后相报之情。

第 5 段 敬语与落款

结尾敬语 Sincerely 加化名署名。

第 1 段 称呼挚友

用 Dear + 朋友化名，如 Dear Michael，锁定收信人是那位 helped you most 的朋友。

亲友称呼 · Dear + (朋友名字)，

第 2 段 表明这是感谢信

写明我提笔就是为了向你——困境中帮我最多的朋友——致以真挚谢意，对应要点 to express your thanks。

亮明致谢目的 · I am writing to express my sincere gratitude to you for ... (后接对方所做之事或身份)

强调谢意之深 · Words can hardly convey how thankful I feel (用于加重感激、避免只说 thank you)

第3段 摔伤时朋友的具体援手

回忆去年冬天摔伤腿不能上课的困境，写出对方每天探望、送饭、借笔记、讲解落下的功课等具体行为，落实要点 helped you most when you were in difficulty。

引出回忆情境 · I still remember that when ... (后接你当时遭遇的困难)

并列具体善举 · You + (动词1), + (动词2), and + (动词3) ... (用并列动词铺开对方做的几件事)

小结帮助的结果 · Thanks to ..., ... (说明这些帮助带来的正面结果)

第4段 帮助的意义与愿回报

写这份帮助让你懂得了真正的友谊，并表达希望有朝一日在对方需要时回报这份情谊，完成三要点这里‘意义 / 回报’这一条。

升华帮助的意义 · Your kindness meant far more to me than I can say, for it ... (后接它教会你或带给你什么)

表达愿日后回报 · I sincerely hope that one day I will have the chance to ... (后接你想为对方做的事)

第5段 落款署化名

用 Sincerely 作敬语，换行署化名 Li Ming，完成书信格式收尾。

结尾敬语 · Sincerely, (另起一行接署名)

落款署名 · (化名，如 Li Ming)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

三要点齐且对象情境不偏

本题要三点全覆盖：向 to express your thanks、具体的援手经过、以及意义 / 回报；同时对象必须是 one of your friends who helped you most、情境必须是 when you were in difficulty，写成谢老师或谢陌生人即跑题。

结构连贯

三段推进层次分明

首段目的、中段事件、尾段情感各司其职，不要把事例和感受混成一锅；用时间与因果衔接词让叙述顺下来。

语言准确

过去事件用过去时

叙述 when you were in difficulty 的经过要用 broke、visited、carried 等过去式；表达当下谢意用 I am writing、I feel、I hope。时态一乱最扣语言分。

字数格式

书信件齐且不越界

本题词数是硬约束 You should write at least 120 words but no more than 180 words，低于下限或超过上限都扣分；同时称呼、Sincerely、署名一件都不能省。

典型低分写法 · 反面示例与改法

只喊谢谢不讲究

反面示例："Thank you very much for your help. You are so kind and I will never forget it. Thank you again." 通篇没有一件具体的事。改为："When I broke my leg, you carried my meals to the dormitory and borrowed lecture notes for me every day." 用具体动作把感谢坐实。

叙旧误用现在时

反面示例："Last winter I break my leg and you help me every day." 过去的事却用了现在时。改为："Last winter I broke my leg and you helped me every day."

漏敬语与署名

反面示例：正文写完直接结束，既无 "Sincerely," 也无署名。改为：正文后另起 "Sincerely," 再换行写化名 "Li Ming", 补齐书信格式。

英语四级 2016年6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 →

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

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

-
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, 女方从没说过"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

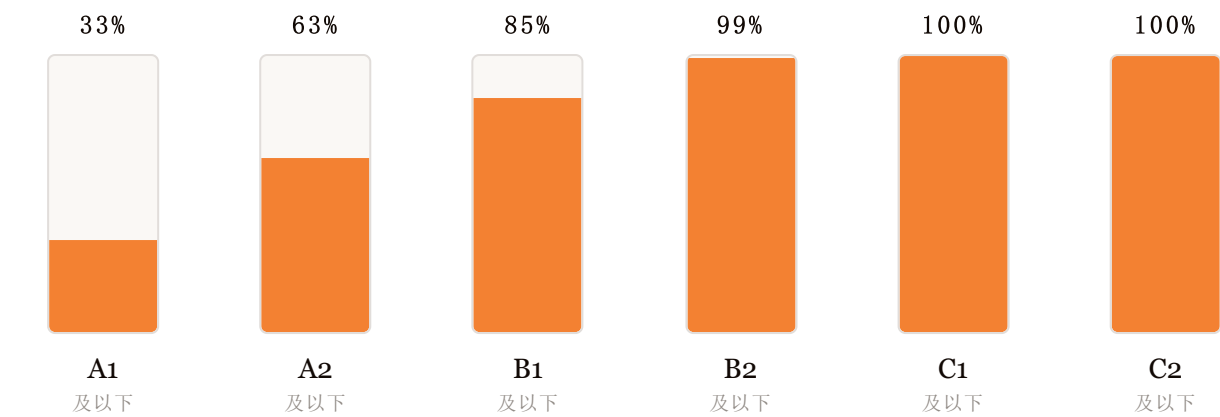
n. 替代品

本卷1次·真题 8 句

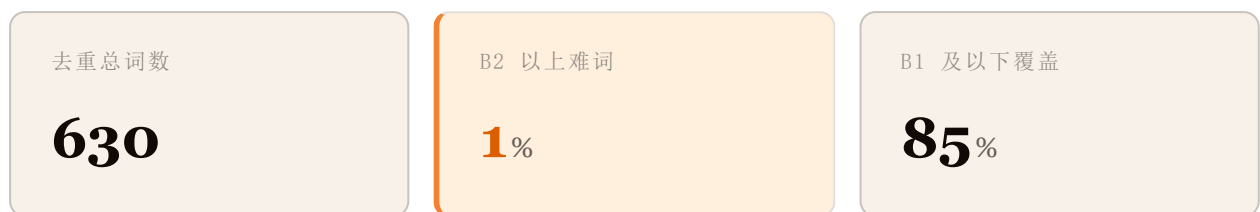
VOCABULARY • 词汇难度分布

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%。



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 630 个 · 末柱为 100%



英语四级 2016年6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 →

2016年6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2016年6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(2016-06) · 四级

Part III Section A

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

Signs barring cell-phone use are a familiar sight to anyone who has ever sat in a hospital waiting room. But the 26 popularity of electronic medical records has forced hospital-based doctors to become 27 on computers throughout the day, and desktops—which keep doctors from bedsides—are 28 giving way to wireless devices.

禁止使用手机的标识对于任何在医院候诊室坐过的人来说都是熟悉的景象。但电子病历的日益普及已迫使医院医生在一整天的工作中都依赖于计算机，而台式电脑——它使医生远离病床——正迅速被无线设备所取代。

As clerical loads increased, "something had to 29 , and that was always face time with patients." says Dr. Bhakti Patel, a former chief resident in the University of Chicago's internal-medicine program. In fall 2010, she helped 30 a pilot project in Chicago to see if the iPad could improve working conditions and patient care. The experiment was so 31 that all internal-medicine residents at the university now get iPads when they begin the program. Johns Hopkins' internal-medicine program adopted the same 32 in 2011. Medical schools at Yale and Stanford now have paperless, iPad-based curriculums. "You'll want an iPad just so you can wear this" is the slogan for one of the new lab coats 33 with large pockets to accommodate tablet computers.

随着文书工作负担增加，"总得有所取舍，而被牺牲的总是与患者面对面交流的时间，"芝加哥大学内科项目前总住院医师Bhakti Patel博士说。2010年秋，她帮助在芝加哥启动了一个试点项目，以了解iPad能否改善工作条件和患者护理。该实验非常成功，以至于现在该大学所有内科住院医师在开始项目时都会获得iPad。Johns Hopkins的内科项目在2011年采用了相同的政策。Yale和Stanford的医学院现在都有无纸化的、基于iPad的课程。"你会想要一台iPad，这样你就能穿这个"是为一款专门设计有大口袋以容纳平板电脑的新款白大褂打出的标语。

A study of the University of Chicago iPad project found that patients got tests and 34 faster if they were cared for by iPad-equipped residents. Many patients also 35 a better understanding of the illnesses that landed them in the hospital in the first place.

芝加哥大学iPad项目的一项研究发现，如果患者由配备iPad的住院医师照顾，他们会更快地接受检查和治疗。许多患者也对最初使他们住院的疾病有了更好的了解。

- | | |
|--------------|---------------|
| A) dependent | I) policy |
| B) designed | J) prospect |
| C) fast | K) rather |
| D) flying | L) reliable |
| E) gained | M) signal |
| F) give | N) successful |
| G) growing | O) treatments |
| H) launch | |

26. the (26) popularity of electronic medical records has forced hospital-based doctors...

【答案】 **G) growing** 形容词

【词性槽】 the + + popularity, 形容词修饰名词

【依据】 **growing popularity** 是英语固定搭配「日益普及」

growing 修饰 popularity / interest / number 是英语高频搭配，表示「日益增长的...」；正契合文章主旨「电子病历越来越普及」，并直接导致下文 hospital-based doctors to become (27) on computers throughout the day 的结果。

【竞争词】 A) dependent dependent on 才成立，单独修饰 popularity 不通

dependent 通常作表语并跟 on 连用，「dependent popularity」搭配不存在；更适合 27 号空 (become dependent on computers)。

C) fast fast 不修饰 popularity，且更适合 28 号空作副词

fast 多修饰速度类名词 (fast train / fast pace)；the fast popularity 不是英语习惯说法；本题更需要「不断增长」的过程感，C 不到位。

L) reliable reliable popularity 语义不通

reliable 是「可靠的」，用来修饰人/数据/来源；「可靠的普及程度」中文都说不通，英语也不搭。

N) successful successful popularity 语义重复且搭配少见

「成功的普及」语义重复；且 successful 更贴 31 号空 (the experiment was so successful)，留给那里。

【易错】最具迷惑性的错误词是 N) —— successful popularity 看似也通。the (26) popularity of electronic medical records 上 N successful 中文「成功的普及」似乎能讲；但英语里 successful 修饰 product / project / experiment，而非 popularity 本身；防坑：固定搭配是 growing popularity，successful 要留给「实验/项目」这类对象。

27. has forced hospital-based doctors to become __(27)__ on computers throughout the day

【答案】 **A) dependent** (形容词)

【词性槽】 become 后接形容词作表语

【依据】 **dependent on** 固定搭配「依赖于」

be/become dependent on sth 是英语高频固定短语；语义上「医生整天不得不依赖电脑」也呼应前文「电子病历日益普及」造成的结果。

【竞争词】 **L) reliable** reliable 不能跟 on, 搭配错

形似 rely on, 但 reliable 自带「可靠的」之意, 常用结构是 be reliable / a reliable source, 没有 reliable on 的说法; 这正是命题人故意埋的形近陷阱。

【易错】 最具迷惑性的错误词是 **L)** —— reliable 形似 rely on, 最坑。to become __(27)__ on computers 处 L reliable 让人想到「依赖」中文义, 又看到 on 误以为 reliable on 成立; 防坑: reliable 不跟 on, 搭配只认 dependent on / reliant on。

28. desktops—which keep doctors from bedsides—are __(28)__ giving way to wireless devices.

【答案】 **C) fast** (副词)

【词性槽】 are 与现在分词 giving 之间的位置 → 副词

【依据】 **fast** 作副词「迅速地」, 修饰「正在让位」

fast 此处作副词「迅速地」, 与正在进行的 giving way 搭配; 呼应主旨「无线设备正快速取代台式机」, 节奏感正好。

【竞争词】 **K) rather** rather 是程度/转折副词, 与「让位」不搭

rather 多用来修饰形容词或表示「相当、宁可」, are rather giving way 既不像英语习惯、也削弱了原文「迅速取代」的语气。

29. something had to __(29)__, and that was always face time with patients.

【答案】 **F) give** (动词)

【词性槽】 情态动词 had to 后必跟动词原形

【依据】 固定搭配 **give way** 让步、被取代

give way 表示「让步、屈服、被取代」, 正好对应下一句 desktops...are __(28)__ giving way to wireless devices. 出现的同一搭配, 前后呼应: 临床任务一多, 「不得不让步的」就是医生和病人的面对面时间。

【竞争词】 **H) launch** launch 后必带宾语, 此处缺宾语且语义反

launch 是「发起某事」, 要带宾语; 句子 something had to __(29)__ 后面只有逗号没有宾语; 且语义上是「某物不得不让步、消失」, 与「发起」相反。

30. she helped __(30)__ a pilot project in Chicago to see if the iPad could improve working conditions and patient care.

【答案】 **H) launch** (动词)

【词性槽】 help (to) do 结构中的动词原形

【依据】 **launch a project = 启动一项目，搭配固定**

launch a pilot project 是英语里「启动试点项目」的标准说法；下文 The experiment was so __(31)__... 也说明这个项目「随后被验证成功」，呼应「启动」这一动作。

31. The experiment was so __(31)__ that all internal-medicine residents at the university now get iPads when they begin the program.

【答案】 **N) successful** (形容词)

【词性槽】 was so + __ that 结构 → 形容词作表语

【依据】 **实验「成功」才会推广为全员配发**

so successful that 是英语极常见框架；后文 all internal-medicine residents at the university now get iPads when they begin the program.——因为太成功了，所以扩大到所有住院医师——「成功」是导致「全员推广」的直接原因。

【竞争词】 **L) reliable** reliable 描述「可靠」，不能解释「全员推广」

「实验可靠」与「所有住院医师都配 iPad」之间没有强因果；命题人想要的是「成功→推广」的常见逻辑链。

32. Johns Hopkins' internal-medicine program adopted the same __(32)__ in 2011.

【答案】 **I) policy** (名词)

【词性槽】 动词 adopted + the same 后必接名词

【依据】 **the same policy = 同样的做法/政策**

前文说芝加哥大学把 iPad 试点变成全员配发的「做法」；约翰·霍普金斯 2011 年 adopted the same __(32)__——「采取了同样的做法/政策」最贴。adopt a policy 是英语极常见搭配。

【竞争词】 **J) prospect** prospect 指前景，无法「被采纳」

adopt 的宾语应是可执行的方案/做法/标准，prospect「前景、可能性」是预期不是举措，搭配不成立。

M) signal signal 指信号，与 adopt 不搭

「采纳同一个信号」语义不通；本句要的是「同样的做法」，signal 套不进去。

33. one of the new lab coats __(33)__ with large pockets to accommodate tablet computers.

【答案】 **B) designed** (动词)

【词性槽】 名词 lab coats 后置定语 + with 短语，需过去分词

【依据】 **designed with...to do** 固定结构

lab coats designed with large pockets to accommodate tablet computers——「被设计成带有大口袋以容纳平板电脑的实验服」是英语广告语标准句式；正与上句 You'll want an iPad just so you can wear this 这件「为 iPad 而生」的白大褂呼应。

34. patients got tests and __(34)__ faster if they were cared for by iPad-equipped residents.

【答案】 **O) treatments** (名词)

【词性槽】 并列连词 and 后跟 tests，需名词复数

【依据】 **tests and treatments** 是医院语境固定共现

在医院语境里，tests（检查）和 treatments（治疗）是一对常见搭档；与 if they were cared for by iPad-equipped residents 描述的「iPad 让医生效率更高」的场景完全契合。

35. Many patients also __(35)__ a better understanding of the illnesses that landed them in the hospital in the first place.

【答案】 **E) gained** (动词)

【词性槽】 主语 Many patients + 缺谓语动词，且需过去式

【依据】 **gain a better understanding** 是固定高频搭配

gain/get/develop a better understanding of sth 是英语「对...有了更深的理解」的固定说法；语义上「病人对自己生的病有了更深理解」也是 iPad 让医生更愿意花时间讲解的合理结果。

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) **dependent** (形容词)

依赖的、依靠的（常与 on 连用）

用于第 27 空

B) **designed** (动词) (形容词)

设计（过去式/过去分词），可作后置定语「被设计成...的」

用于第 33 空

C) **fast** 形容词 副词

快的；迅速地、紧紧地

用于第 28 空

D) **flying** 动词 形容词 名词

飞行（现在分词）；飞行的；飞行（动名词）

干扰词 · 未选用

E) **gained** 动词

获得、得到（过去式/过去分词）

用于第 35 空

F) **give** 动词

给；让步、屈服（give way）

用于第 29 空

G) **growing** 形容词 动词

不断增长的；正在增长（现在分词）

用于第 26 空

H) **launch** 动词 名词

发起、启动（一项目）；发射；上市

用于第 30 空

I) **policy** 名词

政策、方针、做法

用于第 32 空

J) **prospect** 名词

前景、可能性

干扰词 · 未选用

K) **rather** 副词

相当、宁可（程度/选择副词）

干扰词 · 未选用

L) **reliable** 形容词

可靠的、可信赖的

干扰词 · 未选用

M) **signal** 名词 动词

信号；发信号、标志着

干扰词 · 未选用

N) **successful** 形容词

成功的

用于第 31 空

O) **treatments** 名词

治疗、疗法（可数复数）

用于第 34 空

全文主旨

iPad 进医院：医生用平板替代台式机做电子病历

全文围绕一个变化：随着电子病历的普及，医生整天被绑在电脑前，台式机让医生远离病床，于是 iPad 这类无线设备走进病房，并被芝加哥大学、约翰·霍普金斯、耶鲁、斯坦福等医学项目验证有效。Signs barring cell-phone use are a familiar sight to anyone who has ever sat in a

hospital waiting room. 是反衬的引子，紧接 desktops—which keep doctors from bedsides—are __(28)__ giving way to wireless devices. 才是文章真正的主张：无线设备正在取代台式机。

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。

D) **flying** 形近 growing，假装能填 26 号位

和 G growing 同是 -ing 形态，考生可能误以为可以填 the __(26)__ popularity of electronic medical records；但 flying popularity 不是英语习惯搭配，且 flying 更具体地修饰「飞行的」物体，识破方法：把它代进 the __ popularity 念一下就知道不顺。

J) **prospect** 形近 process，假装能填 32 号位

prospect「前景」看起来像能填 adopted the same __(32)__——但 adopt a prospect 搭配不成立；识破方法：动词 adopt 的常见宾语是 policy/approach/method，不是 prospect。

K) **rather** 副词位上唯一陪跑者，迷 28 号

在 are __(28)__ giving way 这个副词位上，词库副词只有 fast 和 rather；rather 是程度副词，不修饰「让位」这一动作；识破方法：rather 更常修饰形容词 (rather good)，单独修饰 giving way 不像英语。

L) **reliable** 形似 rely on，专门骗 27 号

to become __(27)__ on computers 一眼以为 reliable 能填，因为汉译过来都是「依赖」；但英语里 rely on 是动词，reliable 不能跟 on；识破方法：默念 dependent on / reliable __，看哪个真的跟介词搭。

M) **signal** 名词单数陪跑 32 号

32 号 adopted the same __(32)__ 要名词单数，signal 也是单数似乎能填；但 adopt a signal 不通；识破方法：adopt 的宾语应是可执行的方案/做法，signal「信号」不在此列。

SENTENCE INSIGHTS • 句子精讲

3 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。

But the growing popularity of electronic medical records has forced hospital-based doctors to become dependent on computers throughout the day, and desktops—which keep doctors from bedsides—are fast giving way to wireless devices.

第1段，第2句

本句成分丰富且有实用训练价值。第一个主句包含宾语补足语 "to become dependent..." ("force sb to do" 结构)，第二个主句中 "give way to" 是固定搭配（宾语是 "way"、"to wireless devices" 是状语），定语从句中 "keep sb from sth" 也是固定搭配。这些都是考试常考的易混点。另外，第一个主句的主语较长，第二个主句有插入成分，都值得练习主干提取。

The experiment was so successful that all internal-medicine residents at the university now get iPads when they begin the program.

第2段，第3句

so...that 引导结果状语从句是四六级和考研高频句式，when 引导的时间状语从句也是常考结构，两者嵌套使用的模式在真题中经常出现。掌握本句的分析方法可以迁移到大量同类句子。

Many patients also gained a better understanding of the illnesses that landed them in the hospital in the first place.

第3段，第2句

主句 + 限制性定语从句的结构在四六级和考研阅读中非常常见，尤其是定语从句修饰宾语中的名词这一模式高度典型。掌握这种结构后，学生可以迁移到大量类似句子的理解中，具有较高的实用性和代表性。

HIGH-FREQUENCY · 真题高频词

本篇出现的 23 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。

resident B2

n. 居民

本篇3次 · 真题 61 句

project A2

n. 项目

本篇2次 · 真题 90 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 139 句

design B1

n. 设计

本篇1次 · 真题 132 句

sign A1

n. 标志

本篇1次 · 真题 78 句

gain B1

v. 获得;赢得

本篇1次 · 真题 64 句

policy B1

n. 政策

本篇1次 · 真题 61 句

device B1

n. 设备

本篇1次 · 真题 60 句

adopt B1

v. 采纳

本篇1次 · 真题 41 句

launch B1

v. 推出

本篇1次 · 真题 39 句

electronic B1

adj. 电子的

本篇1次 · 真题 30 句

chief B1

n. 首领

本篇1次 · 真题 29 句

growing A2

adj. 增长的

本篇1次 · 真题 29 句

familiar B1

adj. 熟悉的

本篇1次 · 真题 28 句

understanding B1

n. 理解;领悟

本篇1次 · 真题 28 句

curriculum B2

n. 课程

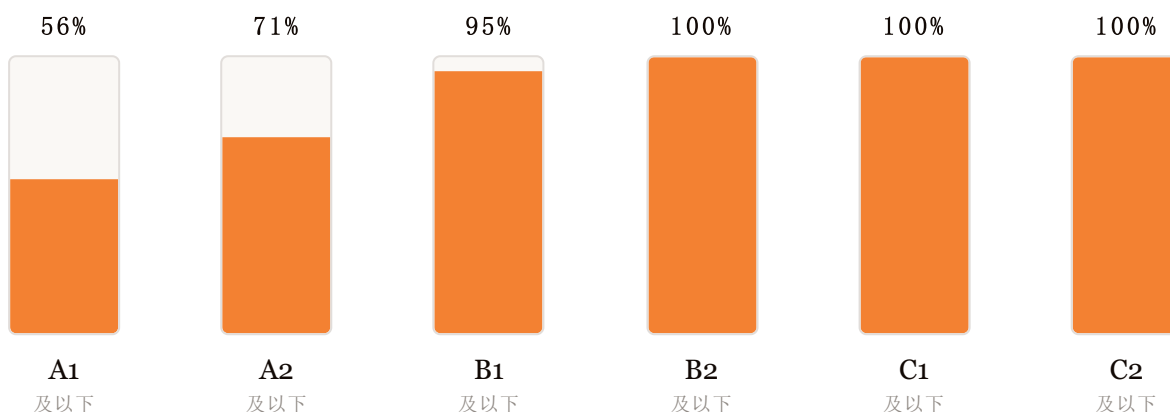
本篇1次 · 真题 25 句

<u>former</u> B1 adj. 以前的, 从前的 本篇1次 · 真题 24 句	<u>bar</u> A2 n. 酒吧 本篇1次 · 真题 18 句
<u>popularity</u> B2 n. 受欢迎 本篇1次 · 真题 18 句	<u>wireless</u> B1 adj. 无线的 本篇1次 · 真题 15 句
<u>load</u> B1 n. 负载 本篇1次 · 真题 14 句	<u>tablet</u> B1 n. 药片 本篇1次 · 真题 14 句
<u>dependent</u> B2 adj. 依靠的 本篇1次 · 真题 11 句	

VOCABULARY · 词汇难度分布

全文 100 词按 CEFR 难度累积覆盖

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



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

去重总词数

100

B2 以上难词

0%

B1 及以下覆盖

95%



英语四级 2016年6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 →

2016年6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2016年6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 13 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(2016-06)·四级

Part III Section B

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

Ancient Greek Wisdom Inspires Guidelines to Good Life

A) Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases? The answer is yes, according to a new book *The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life*. The book is co-authored by Long Island University's philosophy professor Michael Soupios and economics professor Panos Mourdoukoutas.

在一个日益受到战争、恐怖主义、经济危机和传染病大规模暴发等威胁和不确定性挑战的世界里,过上平静的生活是否可能?根据一本新书《10条黄金法则:古希腊哲学家关于美好生活的古老智慧》,答案是肯定的。该书由Long Island University的哲学教授Michael Soupios和经济学教授Panos Mourdoukoutas共同撰写。

B) The wisdom of the ancient Greek philosophers is timeless, says Soupios. The philosophy professor says it is as relevant today as when it was first written many centuries ago. "There is no expiration(失效) date on wisdom," he says. "There is no shelf life on intelligence. I think that things have become very gloomy these days, lots of misunderstanding, misleading cues, a lot of what the ancients would have called sophistry(诡辩). The nice thing about ancient philosophy as offered by the Greeks is that they tended to see life clear and whole, in a way that we tend not to see life today."

Soupios说,古希腊哲学家的智慧是永恒的。这位哲学教授说,它在今天和许多世纪前最初写下时一样具有现实意义。他说:"智慧没有失效日期。智慧没有保质期。我认为如今事情变得非常灰暗,有很多误

解、误导性的暗示,还有很多古人会称之为诡辩的东西。古希腊哲学提供的美好之处在于,他们倾向于清晰而全面地看待生活,而我们今天往往看不到这一点。"

- C) Soupios, along with his co-author Panos Mourdoukoutas, developed their 10 golden rules by turning to the men behind that philosophy—Aristotle, Socrates, Epictetus and Pythagoras, among others. The first rule—examine your life—is the common thread that runs through the entire book. Soupios says that it is based on Plato's observation that the unexamined life is not worth living. "The Greeks are always concerned about boxing themselves in, in terms of convictions(信念)," he says. "So take a step back, switch off the automatic pilot and actually stop and reflect about things like our priorities, our values, and our relationships."

Soupios与他的合著者Panos Mourdoukoutas一起,通过求助于那些哲学背后的人物——Aristotle、Socrates、Epictetus和Pythagoras等人——制定了他们的10条黄金法则。第一条法则——审视你的生活——是贯穿整本书的共同主线。Soupios说,它基于Plato的观察:未经审视的生活不值得过。他说:"希腊人总是关心把自己限制在信念之中。所以退后一步,关掉自动驾驶模式,真正停下来反思一下我们的优先事项、我们的价值观和我们的人际关系等事情。"

- D) As we begin to examine our life, Soupios says, we come to Rule No. 2: Worry only about things that you can control. "The individual who promoted this idea was a Stoic philosopher. His name is Epictetus," he says. "And what the Stoics say in general is simply this: There is a larger plan in life. You are not really going to be able to understand all of the dimensions of this plan. You are not going to be able to control the dimensions of this plan."

Soupios说,当我们开始审视自己的生活时,我们就来到了第二条法则:只担心你能控制的事情。他说:"提出这一理念的人是一位斯多葛派哲学家。他的名字是Epictetus。而斯多葛派总的来说就是这样说的:生活中有一个更大的计划。你不会真正能够理解这个计划的所有维度。你不会能够控制这个计划的各个维度。"

- E) So, Soupios explains, it is not worth it to waste our physical, intellectual and spiritual energy worrying about things that are beyond our control. "I can not control whether or not I wind up getting the disease swine flu, for example," he says. "I mean, there are some cautious steps I can take, but ultimately I can not guarantee myself that. So what Epictetus would say is sitting at home worrying about that would be wrong and wasteful and irrational. You should live your life attempting to identify and control those things which you can genuinely control."

所以,Soupios解释说,把我们的身体、智力和精神能量浪费在担心超出我们控制范围的事情上是不值得的。他说:"例如,我无法控制自己最终是否会得猪流感。我的意思是,我可以采取一些谨慎的措施,但最终我无法保证自己不会得病。所以Epictetus会说,坐在家里担心那件事是错误的、浪费的和不理性的。你应该过你的生活,试图识别和控制那些你真正能够控制的事情。"

- F) To have a meaningful, happy life we need friends. But according to Aristotle—a student of Plato and teacher of Alexander the Great—most relationships don't qualify as true friendships. "Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend," Soupios says. "Real friendship is when two individuals share the same soul. It is a beautiful and uncharacteristically poetic image that Aristotle offers."

要拥有有意义、快乐的生活,我们需要朋友。但根据Aristotle——Plato的学生和Alexander大帝的老师——的说法,大多数关系都不能称为真正的友谊。Soupios说:"仅仅因为我与一个人有业务关系,我可以

从这种关系中获利,并不一定意味着这个人是我的朋友。真正的友谊是当两个人分享同一个灵魂。这是 Aristotle 提供的一个美丽而不同寻常的诗意形象。"

- G) In our pursuit of the good life, he says, it is important to seek out true pleasures—advice which was originally offered by Epicurus. But unlike the modern definition of Epicureanism as a life of indulgence(放纵) and luxury, for the ancient Greeks, it meant finding a state of calm, peace and mental ease.

他说,在我们追求美好生活的过程中,寻求真正的快乐是很重要的——这一建议最初是由 Epicurus 提出的。但与现代将 Epicureanism 定义为放纵和奢华的生活不同,对古希腊人来说,它意味着找到一种平静、安宁和精神轻松的状态。

- H) "This was the highest and most desirable form of pleasure and happiness for the ancient Epicureans," Soupios says. "This is something that is very much well worth considering here in the modern era. I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in a mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure."

Soupios 说:"这是古代伊壁鸠鲁学派最高和最令人向往的快乐和幸福形式。这是在现代非常值得考虑的事情。我不认为我们花了足够的时间试图集中精力实现一种平静、一种精神和心灵上的满足,这被这些人认为是最高形式的幸福和快乐。"

- I) Other golden rules counsel us to master ourselves, to avoid excess and not to be a prosperous(发迹的) fool. There are also rules dealing with interpersonal relationships: Be a responsible human being and do not do evil things to others.

其他黄金法则告诫我们要掌控自己,避免过度,不要做发迹的傻瓜。还有一些法则涉及人际关系:做一个负责任的人,不要对他人做邪恶的事情。

- J) "This is Hesiod, of course, a younger contemporary poet, we believe, with Homer," Soupios says. "Hesiod offers an idea—which you very often find in some of the world's great religions, in the Judeo-Christian tradition and in Islam and others—that in some sense, when you hurt another human being, you hurt yourself. That damaging other people in your community and in your life, trashing relationships, results in a kind of self-inflicted(自己招致的) spiritual wound."

Soupios 说:"这当然是 Hesiod, 我们相信他是 Homer 的一位年轻的同时代诗人。Hesiod 提出了一个理念——你经常在世界一些伟大的宗教中发现这一理念,在犹太-基督教传统以及伊斯兰教和其他宗教中——从某种意义上说,当你伤害另一个人时,你就伤害了自己。在你的社区和生活中伤害他人、破坏关系,会导致一种自己招致的精神创伤。"

- K) Instead, Soupios says, ancient wisdom urges us to do good. Golden Rule No. 10 for a good life is that kindness toward others tends to be rewarded.

相反, Soupios 说,古老的智慧敦促我们行善。美好生活的第十条黄金法则是,对他人的善意往往会得到回报。

- L) "This is Aesop, the fabulist(寓言家), the man of these charming little tales, often told in terms of animals and animal relationships," he says. "I think what Aesop was suggesting is that when you offer a good turn to another human being, one can hope that that good deed will come back and sort of pay a profit to you, the doer of the good deed. Even if there is no concrete benefit paid in

response to your good deed, at the very least, the doer of the good deed has the opportunity to enjoy a kind of spiritually enlightened moment."

他说:"这是Aesop,这位寓言家,这个创作迷人小故事的人,这些故事常常以动物和动物关系的形式讲述。

我认为Aesop所暗示的是,当你向另一个人提供帮助时,人们可以希望那个善行会回来并给你——善行的施行者——带来某种回报。即使对你的善行没有具体的回报,至少,善行的施行者有机会享受一种精神上的启迪时刻。"

M) Soupios says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life where we stop living as onlookers and become engaged and happier human beings. And that, he notes, is a life worth living.

Soupios说,遵循基于古老智慧的10条黄金法则可以引导我们走上美好生活的道路,在那里我们不再作为旁观者生活,而是成为积极参与和更快乐的人。他指出,那才是值得过的生活。

陈述句与逐句解析

36. According to an ancient Greek philosopher, it is impossible for us to understand every aspect of our life.

根据一位古希腊哲学家的观点,我们不可能理解生活的每一个方面。

【答案】 **D** 段 (强锚点)

【锚点】 强锚点·古代哲学家+不能理解人生全部

【定位】 There is a larger plan in life. You are not really going to be able to understand all of the dimensions of this plan. You are not going to be able to control the dimensions of this plan.

人生有一个更大的图景。你其实没法理解这一图景的所有维度,你也没法控制这一图景的所有维度。

【改写】 it is impossible for us to understand every aspect of our life ↔

You are not really going to be able to understand all of the dimensions of this plan

不可能=not really going to be able to

every aspect of our life ↔ **all of the dimensions of this plan**

every aspect=all dimensions

an ancient Greek philosopher ↔ **a Stoic philosopher. His name is Epictetus**

古希腊哲学家=斯多葛派 Epictetus

【辨邻】 **E** E段确实讨论 control 与 beyond our control, 但它是把 D 段的不可控不可解命题继续推到 waste our physical, intellectual and spiritual energy 这层, 并未首次提出不能理解人生全部维度这一命题。

I can not control whether or not I wind up getting the disease swine flu, for example

37. Ancient philosophers saw life in a different light from people of today.

古代哲学家看待生活的角度与今天的人们不同。

【答案】 **B** 段 (强锚点)

【锚点】强锚点·古今看待生活方式不同

【定位】The nice thing about ancient philosophy as offered by the Greeks is that they tended to see life clear and whole, in a way that we tend not to see life today.

古希腊人提供的古代哲学的好处在于：他们倾向于把生活看得清楚而完整，而我们今天看待生活时往往做不到这样。

【改写】Ancient philosophers saw life in a different light from people of today ↔

they tended to see life clear and whole, in a way that we tend not to see life today

X vs not X=different

Ancient philosophers ↔ **ancient philosophy as offered by the Greeks**

古代哲学家=提供古代哲学的古希腊人

【辨邻】**A** A段以问句 Is it possible to enjoy a peaceful life 开篇，并介绍 The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life，并未给出古今视野差异的断言。

Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties

M M段焦点是 stop living as onlookers and become engaged and happier human beings，关心的是过上 a life worth living，没有把古今看生活方式做对照。

following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life

38. Not all your business partners are your soul mates.

并非所有商业伙伴都是你的知己。

【答案】**F** 段（强锚点）

【锚点】强锚点·business partners 与 soul mates

【定位】Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend.

仅仅因为我和某人有商业关系、能从中获利，并不必然意味着这个人就是我的朋友。

【改写】Not all your business partners are your soul mates ↔

Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend

Not all=does not necessarily mean

soul mates ↔ **two individuals share the same soul**

soul mates=share the same soul

business partners ↔ **business relationship**

business partners=business relationship 的当事人

39. We can live a peaceful life despite the various challenges of the modern world.

尽管现代世界面临各种挑战,我们仍能过上平静的生活。

【答案】 **A** 段 (强锚点)

【锚点】 强锚点·现代挑战下仍可安宁

【定位】 Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases? The answer is yes, according to a new book The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life.

在一个日益被战争、恐怖主义、经济危机和传染病大流行等威胁和不确定性挑战的世界里,过一种安宁的生活还可能吗? 根据一本新书《十条黄金法则——古希腊哲学家关于过好生活的古代智慧》, 答案是肯定的。

【改写】 We can live a peaceful life ↔ **Is it possible to enjoy a peaceful life**

我们能=是否可能+答案是肯定

the various challenges of the modern world ↔

threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases

上位概括=下位清单

【辨邻】 **M** M 段强调 guide us to the path of the good life 与 a life worth living, 并没有用 wars、terrorism、economic crises 这样的现代挑战去与安宁生活做对照。

Soupis says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life

40. The doer of a good deed can feel spiritually rewarded even when they gain no concrete benefits.

行善者即使没有获得具体利益,也能感受到精神上的回报。

【答案】 **L** 段 (强锚点)

【锚点】 强锚点·行善者+无具体回报+精神回报

【定位】 Even if there is no concrete benefit paid in response to your good deed, at the very least, the doer of the good deed has the opportunity to enjoy a kind of spiritually enlightened moment.

即便没有任何具体的回报来回应你做的好事, 至少这位行善者也有机会享受到一种精神上被点亮的时刻。

【改写】 The doer of a good deed ↔ **the doer of the good deed**

整体短语原样复现

can feel spiritually rewarded ↔ **enjoy a kind of spiritually enlightened moment**

精神回报=精神被点亮的瞬间

even when they gain no concrete benefits ↔

Even if there is no concrete benefit paid in response to your good deed

even when=even if + 没有具体回报

【辨邻】 **K** K 段只总论 kindness toward others tends to be rewarded, 并没有讨论题干强调的 no concrete benefits 这一让步情境, 因此不是源头段。

Golden Rule No. 10 for a good life is that kindness toward others tends to be rewarded

41. How to achieve mental calmness and contentment is well worth our consideration today.

如何获得内心的平静与满足是当今值得我们思考的问题。

【答案】 **H** 段 (强锚点)

【锚点】 强锚点·当下值得考虑+宁静与满足

【定位】 This is something that is very much well worth considering here in the modern era. I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in a mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure.

这是在今天这个时代非常值得我们认真考虑的事。我并不觉得我们花了足够多的时间, 去专注于获得一种内心和精神上的宁静与满足——而这种宁静与满足正是被古人确认为最高形式的幸福和快乐。

【改写】 mental calmness and contentment ↔

achieving a sort of calmness, a sort of contentment in a mental and spiritual way

内心宁静与满足 = mental calmness and contentment

well worth our consideration today ↔

very much well worth considering here in the modern era

worth our consideration=worth considering

【辨邻】 **G** G 段把古义 Epicureanism 定义为 a state of calm, peace and mental ease, 但未提出今天值得考虑这一现代意义上的主张; 题干 well worth our consideration today 这一态度短语只出现在 H 段。

for the ancient Greeks, it meant finding a state of calm, peace and mental ease

42. Michael Soupios suggests that we should stop and think carefully about our priorities in life.

Michael Soupios 建议我们应该停下来认真思考生活中的优先事项。

【答案】 **C** 段 (强锚点)

【锚点】强锚点·Michael Soupios+priorities+反思

【定位】So take a step back, switch off the automatic pilot and actually stop and reflect about things like our priorities, our values, and our relationships.

所以请退一步、关掉那种自动驾驶的状态，真正停下来，反思一下我们的优先事项、价值观和人际关系这些事。

【改写】Michael Soupios suggests ↔ **Soupios says that it is based on Plato's observation**

Soupios says=Michael Soupios suggests

stop and think carefully ↔ **actually stop and reflect**

think carefully=actually reflect

priorities in life ↔ **our priorities, our values, and our relationships**

priorities 关键词原样复现

43. Ancient philosophers strongly advise that we do good.

古代哲学家强烈建议我们行善。

【答案】**K** 段（强锚点）

【锚点】强锚点·古哲学家强烈劝人行善

【定位】Instead, Soupios says, ancient wisdom urges us to do good. Golden Rule No. 10 for a good life is that kindness toward others tends to be rewarded.

Soupios 说，恰恰相反，古代智慧敦促我们行善。第十条过好生活的黄金法则就是：对他人的善意往往会得到回报。

【改写】Ancient philosophers ↔ **ancient wisdom**

古代哲学家=古代智慧的载体

strongly advise ↔ **urges**

urge=strongly advise

that we do good ↔ **to do good**

宾语小句与不定式的等值

【辨邻】**L** L 段引 Aesop 这位 fabulist(寓言家) 来例证 K 段的劝告，重点是 when you offer a good turn to another human being...that good deed will come back，并不直接说哲学家强烈劝告人行善这一抽象论断。

I think what Aesop was suggesting is that when you offer a good turn to another human being

44. The wise teachings of ancient Greek thinkers are timeless, and are applicable to contemporary life.

古希腊思想家的智慧教诲是永恒的,适用于当代生活。

【答案】**B** 段（强锚点）

【锚点】强锚点·智慧无时限+适用当代

【定位】 The wisdom of the ancient Greek philosophers is timeless, says Soupios. The philosophy professor says it is as relevant today as when it was first written many centuries ago.

Soupios 说，古希腊哲学家的智慧是超越时间的。这位哲学教授说，它在今天依然像几个世纪前刚被写下时那样切题。

【改写】 The wise teachings of ancient Greek thinkers ↔ **The wisdom of the ancient Greek philosophers**
智慧教诲=智慧本身

are timeless ↔ **is timeless**

形容词 timeless 原样复现

are applicable to contemporary life ↔

it is as relevant today as when it was first written many centuries ago

适用于当代=今天与几世纪前一样切题

【辨邻】 **A** A 段只引出 The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life, 并未直接断言古希腊智慧无失效期且适用于当代——这一断言只在 B 段。

The answer is yes, according to a new book The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life

45. Do harm to others and you do harm to yourself.

伤害他人就是伤害自己。

【答案】 **J** 段 (强锚点)

【锚点】 强锚点·害他即害己

【定位】 Hesiod offers an idea—which you very often find in some of the world's great religions, in the Judeo-Christian tradition and in Islam and others—that in some sense, when you hurt another human being, you hurt yourself.

Hesiod 提出一个观点——这个观点你在世界上一些大宗教里，比如犹太-基督教传统、伊斯兰教等里也经常能找到——某种意义上，当你伤害另一个人时，你也在伤害自己。

【改写】 Do harm to others ↔ **when you hurt another human being**

harm=hurt + others=another human being

you do harm to yourself ↔ **you hurt yourself**

do harm to yourself=hurt yourself

【辨邻】 **I** I 段只用 do not do evil things to others 一笔带过不害他人，并未展开题干所要的害他人即害己自身这一对仗命题；该命题完整出现在 J 段。

Be a responsible human being and do not do evil things to others

PARAGRAPH MAP • 段落主旨图

13 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

- A 开篇设问：在战争、恐怖主义、经济危机、传染病威胁的当下，能否过上安宁生活？引出一本新书 The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life 并交代作者身份。

信息指纹 开篇设问 + 新书与作者

- B Soupios 评价古希腊智慧 timeless、当下仍然适用，并对比古今看待生活的方式不同。

信息指纹 智慧无失效期 + 古今看法对比

- C 引入第一条黄金法则——examine your life，源自柏拉图名言；劝人停下、反思自己的优先事项、价值观和人际关系。

信息指纹 第一条法则·审视生活

- D 第二条法则——Worry only about things that you can control；引斯多葛派 Epictetus 的话：人生有更大的图景，你既看不全也控制不了。

信息指纹 第二条法则·只忧虑能控制之事

- E 承接 D 段以 swine flu 举例：不要在不可控之事上浪费体力、智力和精神，应聚焦真正能控制的部分。

信息指纹 猪流感举例·不可控不必忧

- F 亚里士多德论真正的友谊：商业关系并不必然就是友谊；真正的朋友是 two individuals share the same soul。

信息指纹 亚里士多德论真友谊

- G 引入 Epicurus，强调追求真正的快乐——对古希腊人而言 Epicureanism 是 a state of calm, peace and mental ease，而非现代意义上的放纵奢华。

信息指纹 Epicurus·真正快乐是宁静

H Soupios 强调：今天我们花的时间远远不够，没有去追求那种被古 Epicureans 视为最高快乐的内心 calmness 与 contentment。

信息指纹 今人当好好考虑·追求内心宁静

I 概括其它若干黄金法则：自律、避免过度、勿做发迹的傻瓜；以及人际方面——做负责任的人、不害他人。

信息指纹 其它法则汇总·勿害他人

J 引 Hesiod：伤害他人即伤害自己，破坏关系会带来 self-inflicted(自己招致的) spiritual wound；并指出此观念见于犹太-基督教传统和伊斯兰教等大宗教。

信息指纹 Hesiod·害人即害己

K 古代智慧劝人行善；第十条黄金法则——kindness toward others tends to be rewarded。

信息指纹 第十条法则·行善获报

L 引 Aesop 寓言家：行善之人即便没有得到具体回报，至少也能享有一种精神上被点亮的瞬间。

信息指纹 Aesop·行善之精神回报

M 总结：遵循这十条黄金法则可让我们停止做旁观者、成为投入而幸福的人，过上值得过的生活。

信息指纹 总结·从旁观者到投入者

SENTENCE INSIGHTS • 句子精讲

16 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。

The answer is yes, according to a new book The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life.

A段，第2句

这种“主语加系动词加表语”的判断句非常常见，也是阅读里最基础、最需要快速识别的句型。再加上后接来源说明的写法，在说明文和新闻表达中也很典型。

I think that things have become very gloomy these days, lots of misunderstanding, misleading cues, a lot of what the ancients would have called sophistry(诡辩).

B段，第5句

覆盖了主谓宾、主系表、同位语、宾语补足语等多种成分,尤其三个并列同位语和宾语从句中what的双重身份(既是引导词又充当宾语)是值得练习的易错点,训练价值较高

Soupios says that it is based on Plato's observation that the unexamined life is not worth living.

C段，第3句

"主句 + 宾语从句 + 同位语从句"的嵌套结构在四六级和考研阅读中非常典型,尤其是引用观点、陈述理论依据的学术类句子常用此模式。同位语从句解释抽象名词(observation/idea/fact等)是高频考点,掌握后可广泛迁移到类似句式。

"I can not control whether or not I wind up getting the disease swine flu, for example," he says.

E段，第2句

“报道动词加引语”以及“动词后接是否类从属内容”都是非常常见的阅读句式。掌握这类结构后，迁移到新闻报道、议论文引述和观点表达都很有帮助。

"Real friendship is when two individuals share the same soul. It is a beautiful and uncharacteristically poetic image that Aristotle offers."

F段，第4句

本句结构不算很难，但非常适合训练主干定位、从句识别和一般现在时判断。对于基础阶段学习者，这是投入不大、收获很稳定的一类练习句。

I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in a mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure.

H段，第3句

本句是典型的“主句 + 宾语从句 + 非限制性定语从句”三层嵌套结构，宾语从句和定语从句都是四六级和考研阅读中的高频句式，掌握后可迁移到大量同类长难句的分析中。

"This is Hesiod, of course, a younger contemporary poet, we believe, with Homer," Soupios says.

J段，第1句

成分训练价值中等偏上。本句覆盖主谓宾、主系表、同位语、后置定语等多种成分，且引述结构中引号内容作宾语是值得练习的点。插入成分（of course、we believe）的识别也有一定训练意义。但整体坑点不多，缺少易混淆的难点。

"Hesiod offers an idea—which you very often find in some of the world's great religions, in the Judeo-Christian tradition and in Islam and others—that in some sense, when you hurt another human being, you hurt yourself. That damaging other people in your community and in your life, trashing relationships, results in a kind of self-inflicted(自己招致的) spiritual wound."

J段，第2句

句中涵盖主谓宾、非限制性定语从句、同位语从句、时间状语从句等多种成分，且存在典型易错点：同位语从句与定语从句的区分、破折号插入的非限制性定语从句、动名词短语作主语、短语动词 result in 作谓语、反身代词作宾语等。这些成分组合丰富、层次分明，是练习成分划分的优质材料。

Instead, Soupios says, ancient wisdom urges us to do good.

K段，第1句

"says" 后接省略 "that" 的宾语从句，以及 "urge sb to do sth" 结构，都是四六级和考研阅读中高频出现的典型句式，掌握后可广泛迁移。

I think what Aesop was suggesting is that when you offer a good turn to another human being, one can hope that that good deed will come back and sort of pay a profit to you, the doer of the good deed.

L段，第2句

全句成分种类丰富,涵盖主谓宾、主系表、时间状语、同位语等多种结构。尤其值得练习的是:主语从句(what Aesop was suggesting)、表语从句与宾语从句的辨析、同位语(the doer of the good deed)的识别,以及并列谓语(come back and pay)的处理,是优质的成分划分练习材料。

Souprios says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life where we stop living as onlookers and become engaged and happier human beings.

M段，第1句

本句是典型的长难句结构:主句 + 宾语从句 + 定语从句的三层嵌套,宾语从句的主语为动名词短语,定语从句由 where 引导且包含并列谓语。这类结构在考研和四六级阅读中高频出现,掌握本句的拆解方法可以直接迁移到大量类似长难句。句式代表性强。

And that, he notes, is a life worth living.

M段，第2句

“插入语 + 主系表 + 名词后置说明”是阅读中很常见的结构。掌握这种先剥离插入成分、再回到主干的方法,迁移性较强。

According to an ancient Greek philosopher, it is impossible for us to understand every aspect of our life.

第36题题干

"it is + 形容词 + for sb to do sth" 是四六级和考研阅读中极常见的句式,用于表达评价或可能性。形式主语 it 的使用、不定式作真正主语、介词短语作状语,都是高频结构。掌握此句型后可大量迁移到类似句子。结构代表性强。

Not all your business partners are your soul mates.

第38题题干

主系表结构是英语中的常见基本句型,在四六级和考研阅读中频繁出现。本句的部分否定结构 "Not all" 也是常考点。但句子整体过于简单,缺少从句、并列或复杂修饰等真题常见的复杂结构,因此典型性为中等水平。

We can live a peaceful life despite the various challenges of the modern world.

第39题 题干

"情态动词 + 动词原形 + 宾语 + 介词短语状语" 是四六级和考研中常见的句式, 尤其是 "despite" 引导的让步状语在阅读和写作中频繁出现。结构具有一定代表性, 掌握后可迁移到类似句子 (如 "We can achieve success despite difficulties") 。

Michael Soupios suggests that we should stop and think carefully about our priorities in life.

第42题 题干

主句 + that 引导的宾语从句是四六级和考研阅读中的高频句式, 且从句内使用情态动词 should 表建议也是常见搭配, 结构代表性强, 学习后可在多种语境中复用。

HIGH-FREQUENCY • 真题高频词

本篇出现的 83 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。

relationship

B1

n. 关系

本篇7次 · 真题 109 句

wisdom

B2

n. 智慧

本篇6次 · 真题 19 句

philosopher

B2

n. 哲学家

本篇6次 · 真题 10 句

deed

B2

n. 行为

本篇5次 · 真题 8 句

being

B1

n. 存在

本篇4次 · 真题 29 句

philosophy

B2

n. 哲学

本篇4次 · 真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次 · 真题 466 句

accord C1

n. (国家、团体间的) 协议

本篇3次 · 真题 174 句

tend B1

v. 倾向于, 往往会

本篇3次 · 真题 137 句

professor B1

n. 教授 (大学教师的最高职称)

本篇3次 · 真题 105 句

mental B1

adj. 精神的

本篇3次 · 真题 86 句

individual B2

adj. 单独的

本篇3次 · 真题 79 句

benefit B1

n. 好处

本篇2次 · 真题 169 句

base A2

n. 基础

本篇2次 · 真题 95 句

challenge B1

n. 挑战

本篇2次 · 真题 80 句

reward B1

n. 报酬

本篇2次 · 真题 56 句

identify B1

v. 识别

本篇2次 · 真题 54 句

harm B1

n. 伤害

本篇2次 · 真题 44 句

happiness A2

n. 幸福

本篇2次 · 真题 23 句

priority B2

n. 优先事项

本篇2次 · 真题 23 句

profit B1

n. 利润, 盈利

本篇2次 · 真题 20 句

concrete B2

n. 混凝土

本篇2次 · 真题 12 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

physical B1

adj. 身体的

本篇1次 · 真题 98 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 90 句

opportunity B1

n. 机会

本篇1次 · 真题 89 句

least A2

det. 最少的

本篇1次 · 真题 84 句

community B1

n. 社区

本篇1次 · 真题 81 句

gain B1

v. 获得; 赢得

本篇1次 · 真题 64 句

economic B2

adj. 经济的

本篇1次 · 真题 62 句

seek B1

v. 寻找

本篇1次 · 真题 56 句

damage B1

n. 损害

本篇1次 · 真题 55 句

wrong A2

adj. 错误的

本篇1次 · 真题 54 句

increasingly B2

adv. 越来越; 日益; 不断增加地

本篇1次 · 真题 53 句

image A2

n. 形象, 印象

本篇1次 · 真题 52 句

various B1

adj. 各种各样的

本篇1次 · 真题 52 句

intelligence B2

n. 智力

本篇1次 · 真题 48 句

promote B2

v. 促进

本篇1次 · 真题 47 句

response B1

n. 回答

本篇1次·真题 47 句

partner B1

n. 伴侣

本篇1次·真题 44 句

despite B1

prep. 尽管

本篇1次·真题 40 句

reflect B1

v. 反映, 显示

本篇1次·真题 39 句

teaching A2

n. 教学工作; 教书

本篇1次·真题 38 句

crisis B2

n. 危机

本篇1次·真题 32 句

tradition B1

n. 传统

本篇1次·真题 31 句

threat B1

n. 威胁

本篇1次·真题 28 句

necessarily B2

adv. 必然地

本篇1次·真题 27 句

responsible B1

adj. 负责的

本篇1次·真题 25 句

attempt B1

v. 试图

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

concerned B1

adj. 担心的

本篇1次·真题 23 句

guide A2

n. 指南; 手册

本篇1次·真题 23 句

ultimately B2

adv. 最终; 终归

本篇1次·真题 23 句

aspect B2

n. 方面

本篇1次·真题22句

luxury B2

n. 奢侈品

本篇1次·真题22句

relevant B2

adj. 相关的

本篇1次·真题22句

inspire B2

v. 激励

本篇1次·真题20句

widespread B2

adj. 广泛的

本篇1次·真题20句

entire B1

adj. 整个的

本篇1次·真题19句

ease B1

n. 容易

本篇1次·真题18句

evil B1

adj. 邪恶的

本篇1次·真题18句

trash A2

n. 垃圾

本篇1次·真题18句

concentrate B1

v. 集中注意力

本篇1次·真题17句

definition B2

n. 定义

本篇1次·真题16句

era B2

n. 时代

本篇1次·真题16句

guideline B2

n. 指导方针

本篇1次·真题16句

switch A2

v. 转换

本篇1次·真题16句

unlike B1

prep. 不像

本篇1次·真题15句

calm B1

adj. 平静的

本篇1次·真题14句

consideration

B2

n. 考虑

本篇1次 · 真题 14 句

guarantee

B2

n. 保证

本篇1次 · 真题 14 句

pursuit

B2

n. 追求

本篇1次 · 真题 14 句

urge

B2

v. 敦促

本篇1次 · 真题 14 句

economics

B2

n. 经济学

本篇1次 · 真题 13 句

automatic

B1

adj. 自动的

本篇1次 · 真题 12 句

strongly

B1

adv. 强烈地

本篇1次 · 真题 11 句

engaged

B1

adj. 忙碌的

本篇1次 · 真题 9 句

excess

B2

n. 过量

本篇1次 · 真题 9 句

kindness

B1

n. 善良;仁慈(品质)

本篇1次 · 真题 9 句

misunderstanding

B2

n. 误解

本篇1次 · 真题 9 句

interpersonal

B2

adj. 人际的

本篇1次 · 真题 8 句

qualify

B2

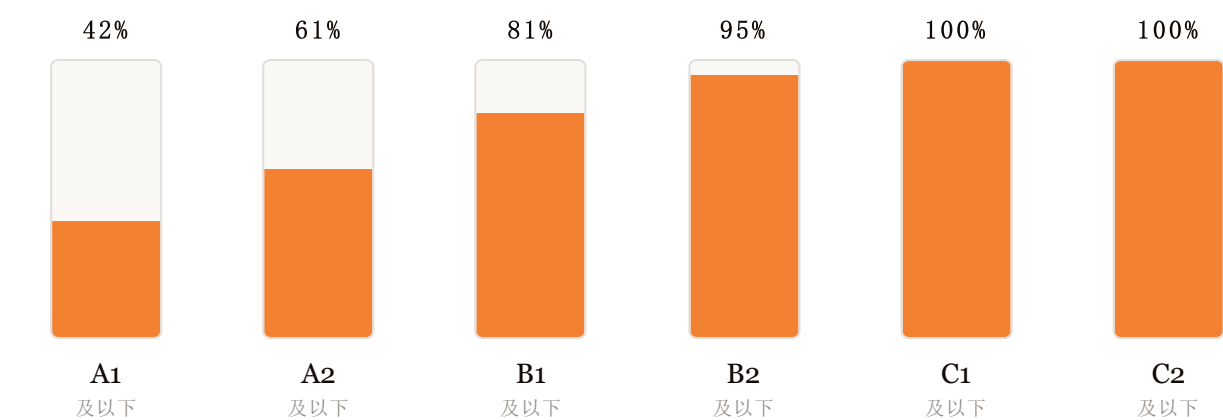
v. 使具备资格;取得资格

本篇1次 · 真题 8 句

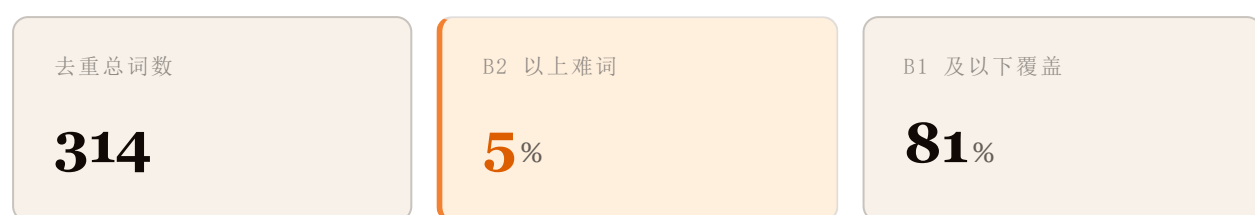
VOCABULARY · 词汇难度分布

全文 314 词按 CEFR 难度累积覆盖

全文去重后共 314 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 16 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 314 个 · 末柱为 100%



英语四级 2016年6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 →

2016年6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 • 阅读理解和解析

阅读理解和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2016年6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 8 段原文（段首标 P1-P8 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(2016-06)·四级

Part III Section C (1)

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

Passage One

Questions 46 to 50 are based on the following passage.

P1 Attitudes toward new technologies often fall along generational lines. That is, generally, younger people tend to outnumber older people on the front end of a technological shift.

对新技术的态度往往因代际而异。也就是说,通常在技术变革的前沿,年轻人的数量往往超过老年人。

P2 It is not always the case, though. When you look at attitudes toward driverless cars, there doesn't seem to be a clear generational divide. The public overall is split on whether they'd like to use a driverless car. In a study last year, of all people surveyed, 48 percent said they wanted to ride in one, while 50 percent did not.

不过,情况并非总是如此。当你审视人们对无人驾驶汽车的态度时,似乎并不存在明显的代际分歧。公众整体上对是否愿意使用无人驾驶汽车存在分歧。在去年的一项研究中,在所有受访者中,48%的人表示他们想乘坐无人驾驶汽车,而50%的人则不愿意。

P3 The fact that attitudes toward self-driving cars appear to be so steady across generations suggests how transformative the shift to driverless cars could be. Not everyone wants a driverless car now—and no one can get one yet—but among those who are open to them, every age group is similarly engaged. 人们对自动驾驶汽车的态度在各代人之间似乎如此稳定,这一事实表明向无人驾驶汽车的转变可能具有多么大的变革性。现在并非每个人都想要无人驾驶汽车——目前也没有人能得到一辆——但在那些对此持开放态度的人当中,每个年龄段的参与度都相似。

P4 Actually, this isn't surprising. Whereas older generations are sometimes reluctant to adopt new technologies, driverless cars promise real value to these age groups in particular. Older adults, especially those with limited mobility or difficulty driving on their own, are one of the classic use-cases for driverless cars.

实际上,这并不令人惊讶。虽然老一辈人有时不愿采用新技术,但无人驾驶汽车尤其为这些年龄群体带来了实实在在的价值。老年人,特别是那些行动不便或难以自己驾驶的人,是无人驾驶汽车的典型使用案例之一。

P5 This is especially interesting when you consider that younger people are generally more interested in travel-related technologies than older ones.

当你考虑到年轻人通常对与旅行相关的技术比老年人更感兴趣时,这一点尤其有趣。

P6 When it comes to driverless cars, differences in attitude are more pronounced based on factors not related to age. College graduates, for example, are particularly interested in driverless cars compared with those who have less education: 59 percent of college graduates said they would like to use a driverless car compared with 38 percent of those with a high-school diploma or less.

在无人驾驶汽车方面,基于与年龄无关的因素,态度上的差异更为明显。例如,与受教育程度较低的人相比,大学毕业生对无人驾驶汽车特别感兴趣:59%的大学毕业生表示他们愿意使用无人驾驶汽车,而拥有高中文凭或以下学历的人中只有38%。

P7 Where a person lives matters, too. More people who lived in cities and suburbs said they wanted to try driverless cars than those who lived in rural areas.

一个人的居住地也很重要。居住在城市和郊区的人中,表示想尝试无人驾驶汽车的人数多于居住在农村地区的人。

P8 While there's reason to believe that interest in self-driving cars is going up across the board, a person's age will have little to do with how self-driving cars can become mainstream. Once driverless cars are actually available for sale, the early adopters will be the people who can afford to buy them.

虽然有理由相信人们对自动驾驶汽车的兴趣正在全面上升,但一个人的年龄与自动驾驶汽车如何成为主流关系不大。一旦无人驾驶汽车真正上市销售,早期采用者将是那些买得起的人。

题目与逐题解析

46. What happens when a new technology emerges?

- A) It further widens the gap between the old and the young.
- B) It often leads to innovations in other related fields.
- C) It contributes greatly to the advance of society as a whole.
- D) It usually draws different reactions from different age groups.

当一项新技术出现时会发生什么?

- A) 它进一步扩大了老年人和年轻人之间的差距。 B) 它往往会引发其他相关领域的创新。
C) 它对整个社会的进步做出了巨大贡献。 D) 它通常会引起不同年龄群体的不同反应。

【答案】 D (细节题)

【判型】 What happens when a new technology emerges? 直接问"当新技术出现时会发生什么", 是对原文具体陈述的提问, 没有 infer/suggest/imply 等推断信号词。

【拆句】 Q46 是一个 What happens when... 引导的疑问句, 主句 What happens 极简, when 引导的时间状语从句 when a new technology emerges 描述前提条件——"当新技术出现时"。结构平铺直叙, 无陷阱。

【定位】 Attitudes toward new technologies often fall along generational lines. That is, generally, younger people tend to outnumber older people on the front end of a technological shift.
对新技术的态度往往沿代际划线。也就是说, 一般而言, 在技术变革的前沿, 年轻人在数量上多于年长者。

【选项】 A) **过度推断**

It further widens the gap between the old and the young 把原文的"按代际有差异"夸大成"加深老少之间的裂痕", 原文从未提及差距被"拉大"。

B) **无中生有**

It often leads to innovations in other related fields 谈"带动相关领域创新", 原文完全没有讨论新技术对其他领域的辐射效应。

C) **无中生有**

It contributes greatly to the advance of society as a whole 把新技术拔高到"促进整个社会进步"的层面, 原文只谈"代际态度差异", 从未做这种宏观评价。

D) **✓ 正确**

Attitudes toward new technologies often fall along generational lines ↔

It usually draws different reactions from different age groups

预判要的是"不同年龄段反应不同", It usually draws different reactions from different age groups 逐字对应; 其他三项都跑出了"代际差异"这一核心。

47. What does the author say about the driverless car?

- A) It does not seem to create a generational divide.
- B) It will not necessarily reduce road accidents.
- C) It may start a revolution in the car industry.
- D) It has given rise to unrealistic expectations.

关于无人驾驶汽车,作者说了什么?

- A) 它似乎不会造成代际分歧。 B) 它不一定会减少道路交通事故。
- c) 它可能会引发汽车行业的一场革命。 D) 它引发了不切实际的期望。

【答案】 **A** (细节题)

【判型】 What does the author say about the driverless car? 问的是作者明确说过的内容, 可在原文找到对应表态句, 不需要推断。

【拆句】 Q47 是一个特殊疑问句, 主语 the author, 谓语 say, 宾语由 What 提问, about the driverless car 是后置介词短语修饰 say。结构平铺直叙, 无陷阱。

【定位】 It is not always the case, though. When you look at attitudes toward driverless cars, there doesn't seem to be a clear generational divide.

不过情况并非总是如此。当你看人们对无人车的态度时，似乎并不存在明显的代际分裂。

【选项】 A) ✓ 正确

there doesn't seem to be a clear generational divide ↔

It does not seem to create a generational divide

三个核心元素——seem (似乎)、not (否定)、generational divide (代际分裂)——A 项一字不差全部保留，是定位句的最佳同义改写。

B) 无中生有

It will not necessarily reduce road accidents 把话题引向"减少交通事故"，全文未讨论安全性话题。

C) 过度推断

It may start a revolution in the car industry 把"无代际分裂"升级为"在汽车业引发革命"，原文虽提 transformative the shift to driverless cars could be，但未上升到"对汽车产业的革命"层级。

D) 与原文相反

It has given rise to unrealistic expectations 说无人车"催生了不切实际的期待"，作者通篇是平和分析、未做这种贬义评价，且原文 P3 强调态度"steady across generations" (在代际间稳定)，与"不切实际期待"相反。

48. Why does the driverless car appeal to some old people?

- A) It saves their energy.
- B) It helps with their mobility.
- C) It adds to the safety of their travel.
- D) It stirs up their interest in life.

为什么无人驾驶汽车对一些老年人有吸引力？

- A) 它节省了他们的精力。
- B) 它有助于他们的行动能力。
- C) 它增加了他们出行的安全性。
- D) 它激发了他们对生活的兴趣。

【答案】 B (细节题)

【判型】 Why does the driverless car appeal to some old people? 问的是原文给出的具体原因，原文应有直接对应句。

【拆句】 Q48 主干为 Why does the driverless car appeal to some old people——主语 the driverless car，谓语 appeal to，宾语 some old people。结构平铺直叙，无陷阱。

【定位】 Older adults, especially those with limited mobility or difficulty driving on their own, are one of the classic use-cases for driverless cars.

老年人——尤其是行动能力有限或自己开车有困难的人——是无人车的经典使用场景之一。

【选项】 A) 无中生有

It saves their energy 说"省体力", 原文从未提及无人车与体力消耗的关系, 仅谈行动能力和驾驶难度。

B) ✓ 正确

those with limited mobility or difficulty driving on their own ↔ **It helps with their mobility**
原文中老年人吸引点的核心词就是 mobility, 四个选项中仅 It helps with their mobility 把这个词留下, 且语义方向(帮助解决)正好与原文(受限)互补。

C) 无中生有

It adds to the safety of their travel 说"提升出行安全", 原文未讨论老年人坐无人车更安全这一点。

D) 无中生有

It stirs up their interest in life 说"激发对生活的兴趣", 是把无人车浪漫化为情感价值, 原文只谈实用功能。

49. What is likely to affect one's attitude toward the driverless car?

- A) The location of their residence.
- B) The field of their special interest.
- C) The amount of training they received.
- D) The length of their driving experience.

什么可能会影响一个人对无人驾驶汽车的态度?

- A) 他们的居住地点。 B) 他们特别感兴趣的领域。 C) 他们接受的培训量。
- D) 他们的驾驶经验长短。

【答案】 A (细节题)

【判型】 What is likely to affect one's attitude toward the driverless car? 是从原文给出的影响因素中选一个, 原文必有直接陈述。

【拆句】 Q49 主干 What is likely to affect one's attitude——What 作主语, is likely to do 表"可能做某事", affect 是不定式动词, toward the driverless car 是介词短语后置修饰 attitude。结构平铺直叙, 无陷阱。

【定位】 Where a person lives matters, too. More people who lived in cities and suburbs said they wanted to try driverless cars than those who lived in rural areas.

一个人住在哪里也很重要。住在城市和郊区的人比住在农村的人更愿意尝试无人车。

【选项】 A) ✓ 正确

Where a person lives matters, too ↔ **The location of their residence**

预判要的是"居住地点", The location of their residence 是唯一保留 location/residence 维度的选项, B/C/D 全部偏离。

B) 无中生有

The field of their special interest 说"个人兴趣领域", 原文 P6/P7 给出的因素只有学历和居住地, 未涉及个人兴趣。

C) 偷换概念

The amount of training they received 说"接受培训的多少", 原文 P6 提到的是 education (学历), 不是 training (培训), 属偷换概念。

D) 无中生有

The length of their driving experience 说"驾龄长短", 原文从未把驾龄列为影响因素。

50. Who are likely to be the first to buy the driverless car?

- A) The seniors.
- B) The educated.
- C) The wealthy.
- D) The tech fans.

谁可能会成为首批购买无人驾驶汽车的人?

A) 老年人。 B) 受过教育的人。 C) 富裕的人。 D) 科技爱好者。

【答案】 C (细节题)

【判型】 Who are likely to be the first to buy the driverless car? 问"谁会最先买", 原文必有对应陈述句。

【拆句】 Q50 主干 Who are likely to be the first to buy the driverless car——Who 作主语, are likely to be 表预测, the first to buy 中 to buy 是不定式作 the first 的后置修饰。结构平铺直叙, 无陷阱。

【定位】 Once driverless cars are actually available for sale, the early adopters will be the people who can afford to buy them.

一旦无人车真正开始售卖, 最先购买的将是那些买得起的人。

【选项】 A) 张冠李戴

The seniors 说"老年人", 原文 P4 确实说老人是"经典使用场景", 但 P8 明确首购者标准是"买得起"而非"使用场景匹配", 张冠李戴。

B) 张冠李戴

The educated 说"受过教育的人", 原文 P6 给出的是"学历高者更有兴趣", 是"兴趣 / 态度"层面, 不是"购买行动"层面, 张冠李戴。

C) ✓ 正确

the people who can afford to buy them ↔ **The wealthy**

原文核心限定词是 afford (买得起), 四个选项中只有 The wealthy 对应经济能力, A/B/D 都偏离这一维度。

D) 无中生有

The tech fans 说"科技迷", 原文从未把"科技爱好者"列为首购群体, 仅在 P1 笼统提及"年轻人通常走在技术变革前沿", 但 P8 明确否定了年龄因素。

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。

That is, generally, younger people tend to outnumber older people on the front end of a technological shift.

第1段, 第2句

涵盖主谓宾加地点状语四种成分,且地点状语是介词短语,有一定练习价值。但成分种类不够丰富,缺少定语、表语、同位语等其他常见成分,也没有易混淆的坑点。

Not everyone wants a driverless car now—and no one can get one yet—but among those who are open to them, every age group is similarly engaged.

第3段, 第2句

主句采用"状语前置 + 主系表"结构,定语从句修饰介词宾语,这两种结构在四六级和考研阅读中高频出现。前置状语分隔主干、定语从句嵌套在状语内部的组合方式具有代表性,掌握后可迁移到大量类似长句。转折连词"but"引出对比关系也是常考逻辑标志。

Whereas older generations are sometimes reluctant to adopt new technologies, driverless cars promise real value to these age groups in particular.

第4段，第2句

状语从句前置加主句的结构，以及由“Whereas”引导的让步对比关系，是四六级和考研阅读中的常见句式。掌握这类结构可以帮助学习者更好地理解论述文中的对比论证逻辑，迁移价值较高。

Once driverless cars are actually available for sale, the early adopters will be the people who can afford to buy them.

第8段，第2句

本句是典型的条件或时间状语从句加主句结构，主句内嵌限制性定语从句修饰表语，这种句式在四六级和考研阅读中频繁出现。Once 引导从句表将来条件、who 引导定语从句限定先行词，都是高频考点，学习后可大量复用。

It has given rise to unrealistic expectations.

第47题，D

简单句结构在四六级和考研阅读中常见，现在完成时 + 固定搭配的组合也较为典型，但本句长度较短、结构过于简单，作为应试句式代表性中等，掌握后可迁移到类似的现在完成时主谓宾句型。

HIGH-FREQUENCY • 真题高频词

本篇出现的 49 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。

driverless C1

adj. 无人驾驶的

本篇15次 · 真题 24 句

would A1

aux. (will 的过去式) 将要，会

本篇2次 · 真题 466 句

less A1

det. 较少的

本篇2次 · 真题 224 句

likely A2

adj. 很可能的

本篇2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2次 · 真题 148 句

generally B1

adv. 通常, 一般地

本篇2次 · 真题 53 句

shift B1

v. 移动

本篇2次 · 真题 49 句

generation B2

n. 一代人

本篇2次 · 真题 44 句

interested A1

adj. 感兴趣的

本篇2次 · 真题 40 句

graduate B1

n. 毕业生

本篇2次 · 真题 34 句

related B1

adj. 相关的

本篇2次 · 真题 28 句

mobility B2

n. 移动能力

本篇2次 · 真题 15 句

author A2

n. 作者

本篇1次 · 真题 244 句

tend B1

v. 倾向于, 往往会

本篇1次 · 真题 137 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次 · 真题 118 句

affect B1

v. 影响

本篇1次 · 真题 113 句

base A2

n. 基础

本篇1次 · 真题 95 句

case A2

n. 情况

本篇1次 · 真题 89 句

amount A2

n. 数量

本篇1次 · 真题 87 句

factor B1

n. 因素

本篇1次 · 真题 77 句

contribute B1

v. 捐献

本篇1次·真题 74 句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次·真题 50 句

available A2

adj. 可获得的

本篇1次·真题 48 句

adopt B1

v. 采纳

本篇1次·真题 41 句

further B1

adv. 更远地

本篇1次·真题 41 句

overall B1

adj. 总体的

本篇1次·真题 39 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 39 句

particular B2

adj. 特定的

本篇1次·真题 37 句

expectation B2

n. 期待;预期

本篇1次·真题 34 句

advance B1

v. 前进

本篇1次·真题 31 句

appeal B2

v. 呼吁

本篇1次·真题 31 句

driving A2

n. 驾驶

本篇1次·真题 29 句

gap B1

n. 间隙

本篇1次·真题 28 句

necessarily B2

adv. 必然地

本篇1次·真题 27 句

technological B2

adj. 技术的

本篇1次·真题 24 句

limited B1

adj. 有限的

本篇1次·真题 23 句

location B1

n. 地点, 位置

本篇1次 · 真题 22 句

greatly B1

adv. 非常

本篇1次 · 真题 20 句

emerge B2

v. 出现;浮现

本篇1次 · 真题 18 句

reluctant B2

adj. 不情愿的

本篇1次 · 真题 14 句

whereas B2

sc. 然而

本篇1次 · 真题 13 句

reaction B1

n. 反应

本篇1次 · 真题 11 句

length A2

n. 长度

本篇1次 · 真题 10 句

surprising A2

adj. 令人惊讶的

本篇1次 · 真题 10 句

engaged B1

adj. 忙碌的

本篇1次 · 真题 9 句

revolution B2

n. 革命

本篇1次 · 真题 9 句

split B1

v. 分开

本篇1次 · 真题 9 句

rural B1

adj. 乡村的, 农村的

本篇1次 · 真题 8 句

similarly B2

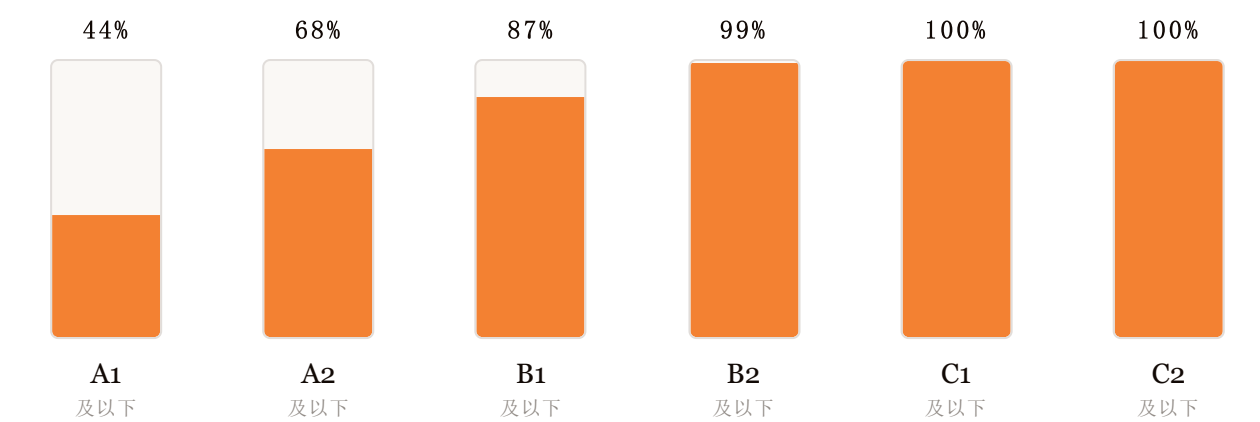
adv. 相似地

本篇1次 · 真题 8 句

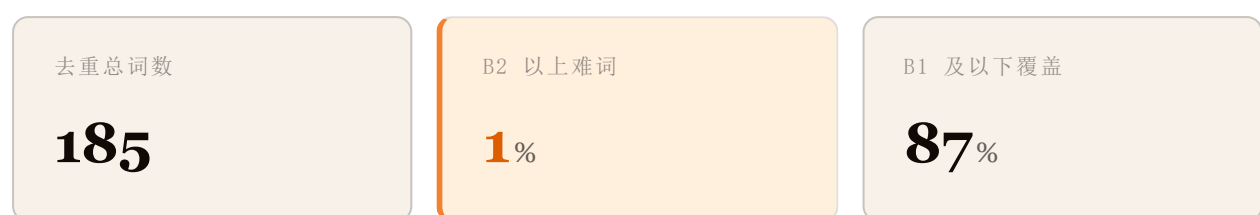
VOCABULARY · 词汇难度分布

全文 185 词按 CEFR 难度累积覆盖

全文去重后共 **185** 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 2 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 185 个 · 末柱为 100%



英语四级 2016年6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 →

2016年6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2016年6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 4 段原文（段首标 P1-P4 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(2016-06)·四级

Part III Section C (2)

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

Passage Two

Questions 51 to 55 are based on the following passage.

P1 In agrarian(农业的), pre-industrial Europe, "you'd want to wake up early, start working with the sunrise, have a break to have the largest meal, and then you'd go back to work," says Ken Albala, a professor of history at the University of the Pacific. "Later, at 5 or 6, you'd have a smaller supper."

太平洋大学历史学教授Ken Albala说，在农业化的、前工业化时代的欧洲，"你会想早起，日出时开始劳作，休息一下吃最丰盛的一餐，然后再回去工作。之后，在5点或6点，你会吃一顿较简单的晚餐。"

P2 This comfortable cycle, in which the rhythms of the day helped shape the rhythms of the meals, gave rise to the custom of the large midday meal, eaten with the extended family. "Meals are the foundation of the family," says Carole Counihan, a professor at Millersville University in Pennsylvania, "so there was a very important interconnection between eating together" and strengthening family ties.

在这种舒适的节奏中，一天的韵律帮助塑造了进餐的韵律，由此产生了正午吃大餐的习俗，与大家庭一起进餐。宾夕法尼亚州Millersville大学教授Carole Counihan说："进餐是家庭的基础，因此共同进餐与加强家庭纽带之间存在着非常重要的相互联系。"

P3 Since industrialization, maintaining such a slow cultural metabolism has been much harder, with the long midday meal shrinking to whatever could be stuffed into a lunch bucket or bought at a food stand. Certainly, there were benefits. Modern techniques for producing and shipping food led to greater

variety and quantity, including a tremendous increase in the amount of animal protein and dairy products available, making us more vigorous than our ancestors.

自工业化以来, 维持这种缓慢的文化节奏变得更加困难, 正午的长时间用餐缩减为任何能塞进饭盒或在食品摊买到的东西。当然, 这也带来了好处。生产和运输食物的现代技术带来了更大的多样性和数量, 包括动物蛋白和乳制品供应量的巨大增加, 使我们比我们的祖先更加精力充沛。

P4 Yet plenty has been lost too, even in cultures that still live to eat. Take Italy. It's no secret that the Mediterranean diet is healthy, but it was also a joy to prepare and eat. Italians, says Counihan, traditionally began the day with a small meal. The big meal came at around 1 p.m. In between the midday meal and a late, smaller dinner came a small snack. Today, when time zones have less and less meaning, there is little tolerance for offices' closing for lunch, and worsening traffic in cities means workers can't make it home and back fast enough anyway. So the formerly small supper after sundown becomes the big meal of the day, the only one at which the family has a chance to get together. "The evening meal carries the full burden that used to be spread over two meals," says Counihan.

然而,许多东西也失去了,即使在那些仍然为吃而活的文化中。以意大利为例。地中海饮食有益健康已不是秘密,但它曾经也是准备和享用的乐趣。Counihan说,意大利人传统上以少量进餐开始一天。丰盛的一餐在下午1点左右。在正午餐和较晚的、较简单的晚餐之间会吃小吃。如今,当时区的意义越来越小时,办公室午餐时间关闭几乎不被容忍,而且城市交通恶化意味着工人无论如何也无法足够快地回家再返回。因此,日落后原本简单的晚餐变成了一天中的正餐,成为家人唯一有机会聚在一起的一餐。Counihan说:"晚餐承载了过去分散在两餐中的全部负担。"

题目与逐题解析

51. What do we learn from the passage about people in pre-industrial Europe?

- A) They had to work from early morning till late at night.
- B) They were so busy working that they only ate simple meals.
- C) Their daily routine followed the rhythm of the natural cycle.
- D) Their life was much more comfortable than that of today.

从文章中我们了解到工业化前欧洲人的哪些情况?

- A) 他们不得不从清晨工作到深夜。 B) 他们忙于工作,只吃简单的饭食。
- c) 他们的日常作息遵循自然循环的节奏。 d) 他们的生活比今天舒适得多。

【答案】 C (细节题)

【判型】 题干 What do we learn from the passage about people in pre-industrial Europe 用 "What do we learn ... about" 问对象的客观情况, 没有 infer/imply 之类的推断信号, 属于细节题。

【拆句】 题干 What do we learn from the passage about people in pre-industrial Europe? 是 What 引导的疑问句, 主干 "What do we learn", from the passage 表来源, about people in pre-industrial Europe 限定话题对象。结构平铺直叙, 无陷阱。

【定位】 In agrarian(农业的), pre-industrial Europe, "you'd want to wake up early, start working with the sunrise, have a break to have the largest meal, and then you'd go back to work," says Ken Albala, a professor of history at the University of the Pacific. "Later, at 5 or 6, you'd have a smaller supper."

在前工业化的农业欧洲, "你会想早早起床, 随日出开始劳作, 中途歇下来吃当天最大的一餐, 然后再回去干活, "太平洋大学历史教授 Ken Albala 如是说。"再晚些, 五六点钟, 你会吃顿更小的晚饭。"

【选项】 A) 与原文相反

原文 Later, at 5 or 6, you'd have a smaller supper 明确五六点就吃小晚餐了, 谈不上 "till late at night" (工作到深夜)。

B) 与原文相反

原文说他们中午吃的是 the largest meal (一天中最大的一餐), 不是 simple meals; "so busy ... that only ate simple meals"在原文找不到依据。

C) ✓ 正确

start working with the sunrise ↔

Their daily routine followed the rhythm of the natural cycle

wake up early, start working with the sunrise, have a break to have the largest meal, and then you'd go back to work

↔ **Their daily routine followed the rhythm of the natural cycle**

预判"作息跟着自然时辰走"恰好等同 Their daily routine followed the rhythm of the natural cycle, C 是定位句的同义概括, 锁定 C。

D) 无中生有

Para. 1 只描述前工业时代的作息, 未在此处与"今天"作舒适度对比; "much more comfortable than that of today"系无中生有。

52. What does Professor Carole Counihan say about pre-industrial European families eating meals together?

- A) It was helpful to maintaining a nation's tradition.
- B) It brought family members closer to each other.
- C) It was characteristic of the agrarian culture.
- D) It enabled families to save a lot of money.

Carole Counihan教授对工业化前欧洲家庭一起用餐有何看法?

- A) 这有助于维护国家的传统。
- B) 这使家庭成员彼此更加亲近。
- C) 这是农业文化的特征。
- D) 这使家庭节省了大量金钱。

【答案】 B (细节题)

【判型】 题干 What does Professor Carole Counihan say about ... 直接问"某人怎么说", 原文必有对应原话, 属转述性细节题。

【拆句】 题干 What does Professor Carole Counihan say about pre-industrial European families eating meals together? 中, about 后接 pre-industrial European families (名词短语), 后跟现在分词 eating meals together 作后置定语修饰 families, 相当于 "families who eat meals together"。结构无陷阱, 但要看出 eating 修饰 families。

【定位】 "Meals are the foundation of the family," says Carole Counihan, a professor at Millersville University in Pennsylvania, "so there was a very important interconnection between eating together" and strengthening family ties.

"餐食是家庭的根基,"宾夕法尼亚州米勒斯维尔大学的教授 Carole Counihan 说道,"所以一起吃饭与巩固家庭纽带之间,存在着非常重要的互联。"

【选项】 A) 偷换概念

Counihan 谈的是 family 这一最小社会单位的纽带, 未谈到 a nation's tradition (民族/国家层面的传统)。

B) ✓ 正确

strengthening family ties ↔ **It brought family members closer to each other**

Meals are the foundation of the family ↔ **It brought family members closer to each other**

预判"共餐拉近家庭关系"与 It brought family members closer to each other 完全对应, 锁定 B。

C) 答非所问

Para. 2 引述 Counihan 是为了说明共餐"做了什么"(拉近家庭), 并非定义它是 characteristic of the agrarian culture (农业文化的特点)。

D) 无中生有

全段未提及金钱或节约成本; save a lot of money 在原文毫无落脚点。

53. What does "cultural metabolism"(Line 1, Para. 3) refer to?

A) Evolutionary adaptation.

B) Changes in lifestyle.

C) Social progress.

D) Pace of life.

文化代谢指的是什么?

A) 进化适应。 B) 生活方式的变化。 C) 社会进步。 D) 生活节奏。

【答案】 D (词义句意题)

【判型】 题干 What does "cultural metabolism"... refer to? 用 refer to 询问短语含义, 是典型词义题。

【拆句】 题干 What does "cultural metabolism"(Line 1, Para. 3) refer to? 是 What 引导的疑问句, refer to 作谓语; 括号内是坐标提示。结构清晰, 无陷阱。

【定位】 Since industrialization, maintaining such a slow cultural metabolism has been much harder, with the long midday meal shrinking to whatever could be stuffed into a lunch bucket or bought at a food stand.

自工业化以来，维持这样一种缓慢的“文化代谢”变得艰难得多——漫长的午餐被压缩成能塞进饭盒或在小吃摊买到的任何东西。

【选项】 A) **过度推断**

Evolutionary adaptation (进化适应) 属生物学层面，原文谈的是社会文化变化，跨度不在同一维度。

B) **偷换概念**

Para. 3 谈到 industrialization 后 "changes", 但 cultural metabolism 这个短语本身不指“变化”，而指被打破的那种“节奏”。

C) **与原文相反**

原文 "slow cultural metabolism" 是被肯定、被怀念的——maintaining ... has been much harder 暗示作者惋惜其消失；而 Social progress (社会进步) 带正面进步色彩，方向相反。

D) **✓ 正确**

such a slow cultural metabolism ↔ **Pace of life**

the rhythms of the day helped shape the rhythms of the meals ↔ **Pace of life**

预判“生活节奏”与 Pace of life 完全同义；上下文 such a slow 的修饰只有 pace (节奏/步调) 才能搭配 slow，锁定 D。

54. What does the author think of the food people eat today?

- A) Its quality is usually guaranteed.
- B) It is varied, abundant and nutritious.
- C) It is more costly than what our ancestors ate.
- D) Its production depends too much on technology.

作者如何看待人们今天所吃的食物？

- A) 其质量通常有保障。
- B) 它种类丰富、数量充足且营养丰富。
- C) 它比我们祖先吃的食物更昂贵。
- D) 其生产过于依赖技术。

【答案】 B (细节题)

【判型】 What does the author think of the food people eat today? 虽含 think，但问的是对今食物的事实性评价，原文有对应客观陈述句，按细节题处理。

【拆句】 What does the author think of the food people eat today? 主干 "the author think of the food", think of 表“对...的看法”，people eat today 是省略关系代词的定语从句修饰 the food。结构清晰，无陷阱。

【定位】 Modern techniques for producing and shipping food led to greater variety and quantity, including a tremendous increase in the amount of animal protein and dairy products available, making us more vigorous than our ancestors.

现代食物生产与运输技术带来了更大的种类和数量，包括动物蛋白与乳制品供给的极大增长，使我们比祖先更具活力。

【选项】 A) 无中生有

原文谈种类、数量、营养，未谈到 quality is usually guaranteed（质量有保障）；guarantee（保证）在原文无依据。

B) ✓ 正确

greater variety ↔ It is varied, abundant and nutritious

greater ... quantity ↔ It is varied, abundant and nutritious

tremendous increase in the amount of animal protein and dairy products available, making us more vigorous than our ancestors

↔ It is varied, abundant and nutritious

varied, abundant and nutritious 三个形容词分别对应定位句的 variety / quantity / animal protein 和 vigorous，三点同时落地，B 是唯一全覆盖的选项。

C) 偷换概念

原文比较的是 more vigorous than our ancestors（比祖先更有活力），不是 more costly than what our ancestors ate（比祖先吃的更贵）。

D) 与原文相反

原文 Certainly, there were benefits 与 Modern techniques ... led to greater variety and quantity 对现代技术的评价是肯定的；选项 depends too much on technology 中 too much 把肯定变为批评，曲解原意。

55. What does the author say about Italians of the old days?

- A) They enjoyed cooking as well as eating.
- B) They ate a big dinner late in the evening.
- C) They ate three meals regularly every day.
- D) They were expert at cooking meals.

作者对旧时的意大利人有何评价？

- A) 他们喜欢烹饪也喜欢吃饭。
- B) 他们在傍晚很晚时吃一顿丰盛的晚餐。
- C) 他们每天定时吃三餐。
- D) 他们精于烹饪。

【答案】 A (细节题)

【判型】 题干 What does the author say about Italians of the old days? 问作者对旧时意大利人说了什么，对应原文一句直接描述，按细节题路径。

【拆句】 What does the author say about Italians of the old days? 是 What 引导的疑问句，介词短语 of the old days 后置修饰 Italians。"the old days"即"过去/旧时"。结构平铺直叙，无陷阱。

【定位】 Take Italy. It's no secret that the Mediterranean diet is healthy, but it was also a joy to prepare and eat.

以意大利为例。地中海饮食有益健康众所周知，但它同样是制作与享用的乐趣。

【选项】 A) ✓ 正确

it was also a joy to prepare and eat ↔ They enjoyed cooking as well as eating

a joy to prepare and eat ↔ cooking as well as eating

预判"做饭和吃饭都享受"恰好等同 They enjoyed cooking as well as eating, 锁定 A。

B) 张冠李戴

原文 The big meal came at around 1 p.m. 明确旧时大餐在中午；the formerly small supper after sundown becomes the big meal of the day 指今天晚餐才成大餐。题干问 old days, B 把今天的情形误装到旧时。

C) 以偏概全

原文 traditionally began the day with a small meal. The big meal came at around 1 p.m. In between the midday meal and a late, smaller dinner came a small snack 写得很清楚——"早餐+午大餐+小点+晚小餐"实为四次进食；C 选"三餐"以偏概全且漏掉 snack。

D) 过度推断

原文说他们"享受做饭" (a joy to prepare), 并未说他们 expert at cooking (擅长做饭)。享受 ≠ 擅长。

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。

This comfortable cycle, in which the rhythms of the day helped shape the rhythms of the meals, gave rise to the custom of the large midday meal, eaten with the extended family.

第2段，第1句

非限制性定语从句插入主句、过去分词作后置定语、介词短语多层修饰等都是四六级和考研阅读中的高频句式，本句结构具有很强的代表性和复用价值。

Since industrialization, maintaining such a slow cultural metabolism has been much harder, with the long midday meal shrinking to whatever could be stuffed into a lunch bucket or bought at a food stand.

第3段，第1句

综合来看，本句主干识别有一定难度（分数6），嵌套复杂度适中（分数5），时态语态有挑战性（分数6），但成分训练价值高（分数7），结构典型性强（分数7）。整体上，本句在结构和时态层面具有较好的训练价值，适合作为中等偏上难度的练习材料，建议优先用于成分划分和时态语态的综合训练。

Today, when time zones have less and less meaning, there is little tolerance for offices' closing for lunch, and worsening traffic in cities means workers can't make it home and back fast enough anyway.

第4段，第7句

本句的结构在四六级和考研真题中具有很高的代表性：时间状语从句 + 主句并列结构 + 嵌套宾语从句，是长难句的常见组合模式。"there be" 存在句、省略引导词的宾语从句、"make it" 固定搭配等都是高频考点。掌握这类句式后可以迁移到大量类似结构的句子。

They were so busy working that they only ate simple meals.

第51题，B

so ... that 引导结果状语从句是四六级和考研中的高频句式，常用于描述因果关系，本句结构清晰完整，具有较强的代表性和可迁移性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 43 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。

professor

B1

n. 教授（大学教师的最高职称）

本篇3次 · 真题 105 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

maintain B1

v. 维持

本篇2次·真题 44 句

cultural B1

adj. 文化的

本篇2次·真题 30 句

cycle B1

n. 循环

本篇2次·真题 23 句

ancestor B2

n. 祖先, 祖宗

本篇2次·真题 10 句

benefit B1

n. 好处

本篇1次·真题 169 句

product A2

n. 产品

本篇1次·真题 128 句

diet A2

n. 日常饮食

本篇1次·真题 113 句

quality A2

n. 质量

本篇1次·真题 100 句

expert B1

n. 专家

本篇1次·真题 89 句

amount A2

n. 数量

本篇1次·真题 87 句

later A1

adv. 以后, later

本篇1次·真题 70 句

cooking A1

n. 烹饪

本篇1次·真题 59 句

enable B1

v. 使能够

本篇1次·真题 58 句

nation B1

n. 国家

本篇1次·真题 51 句

protein B1

n. 蛋白质

本篇1次·真题 51 句

available A2

adj. 可获得的

本篇1次·真题48句

variety B1

n. 多样化

本篇1次·真题47句

snack A2

n. 零食

本篇1次·真题37句

tradition B1

n. 传统

本篇1次·真题31句

characteristic B2

n. 特征

本篇1次·真题30句

production B1

n. 生产

本篇1次·真题29句

regularly A2

adv. 经常地

本篇1次·真题27句

eating A1

n. 吃

本篇1次·真题24句

strengthen B2

v. 加强

本篇1次·真题24句

foundation B2

n. 基础;根基

本篇1次·真题23句

routine B1

n. 常规

本篇1次·真题23句

stuff A2

n. 东西

本篇1次·真题22句

quantity B1

n. 数量

本篇1次·真题21句

burden B2

n. 负担

本篇1次·真题18句

technique B1

n. 技术

本篇1次·真题18句

certainly A2

adv. 当然

本篇1次·真题15句

guarantee B2

n. 保证

本篇1次·真题 14 句

shrink B2

v. 缩小

本篇1次·真题 14 句

costly B2

adj. 昂贵的, 代价高的

本篇1次·真题 13 句

worsen B2

v. (使)恶化;(使)变得更糟

本篇1次·真题 12 句

zone B1

n. 区域

本篇1次·真题 12 句

traditionally B2

adv. 传统上;按照传统

本篇1次·真题 9 句

vigorous B2

adj. 充满活力的

本篇1次·真题 9 句

nutritious B2

adj. 有营养的, 营养丰富的

本篇1次·真题 8 句

tremendous B2

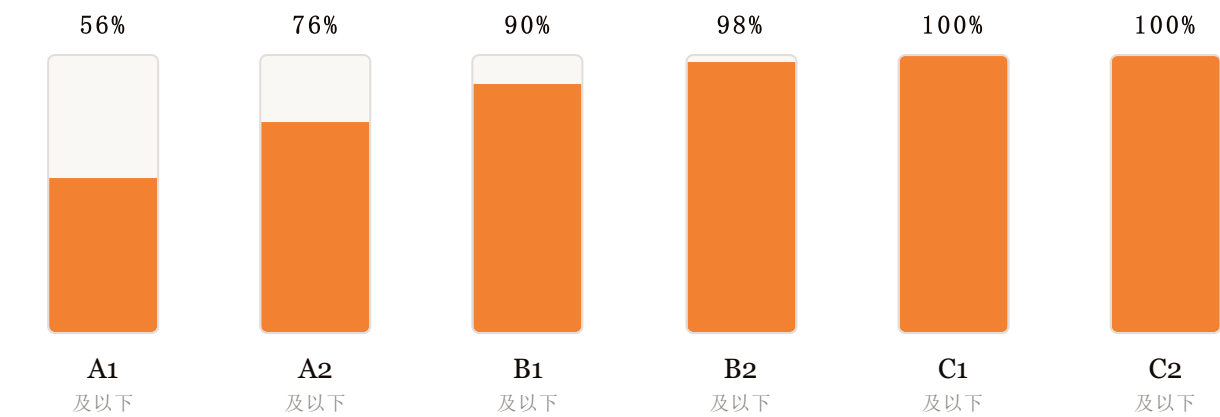
adj. 巨大的

本篇1次·真题 8 句

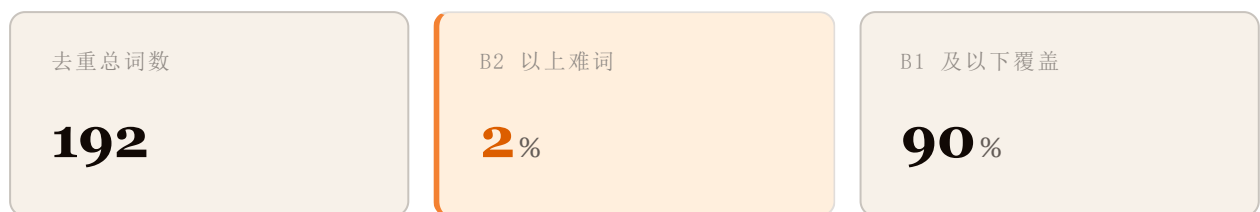
VOCABULARY • 词汇难度分布

全文 192 词按 CEFR 难度累积覆盖

全文去重后共 **192** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 4 个·约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 192 个 · 末柱为 100%



英语四级 2016年6月·第2套 · 全卷构成

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Part IV	汉译英（段落翻译）	题目解析 →

2016年6月·第2套英语四级汉译英（段落翻译）·潍坊风筝的文化介绍兼传说叙述 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2016年6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(2016-06) • 四级

Part IV

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

在山东省潍坊市，风筝不仅仅是玩具，而且还是这座城市文化的标志。潍坊以“风筝之都”而闻名，已有将近2,400年放飞风筝的历史。传说中国古代哲学家墨子用了三年时间在潍坊制作了世界上首个风筝，但放飞的第一天风筝就坠落并摔坏了。也有人相信风筝是中国古代木匠鲁班发明的。据说他的风筝用木头和竹子制作，飞了三天后才落地。

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。

In Weifang, Shandong Province, kites are not only toys but also a cultural symbol of the city. The city is known as the Kite Capital, with a history of nearly 2,400 years of flying kites. Legend has it that the ancient Chinese philosopher Mozi spent three years making the world's first kite in Weifang, but it fell and was broken on the very first day it was flown. It is also believed that the kite was invented by Lu Ban, an ancient Chinese carpenter. It is said that his kite was made of wood and bamboo, and that it flew for three days before landing.

【衔接】句1到句2：用 It 承接潍坊避免重复

句1已点明 In Weifang，句2主语又是 Weifang，连写两个 Weifang 略重复。可让句2改用代词承接，如 The city is known as the Kite Capital，用 The city 回指潍坊，读起来更连贯不啰嗦。

句3到句4：用 also 显出并列另一说法

句3讲墨子造风筝的传说，句4是另一种说法（鲁班）。句4开头 It is also believed that 里的 also 是关键衔接词，明确告诉读者这是与墨子并列的「另一个版本的传说」，逻辑一下就清楚了——也有人相信的「也」必须靠 also 体现出来。

句4到句5：用 his 承接鲁班

句5的「他的风筝」承接的是句4的鲁班，译 his kite 中的 his 自然指回 Lu Ban，把两句钉在一起，读者不会断链。据说他的风筝。

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】潍坊风筝的文化介绍兼传说叙述

这一段先客观介绍潍坊这座城市与风筝的关系——在山东省潍坊市，风筝不仅仅是玩具，而且还是这座城市文化的标志，再转入两段历史传说（墨子、鲁班造风筝）。所以它是「文化介绍 + 历史传说叙述」的混合语体：讲城市现状的句子是客观陈述，讲古人造风筝的句子是过去发生的故事。看清这一点，下面才能给「现状句」和「传说句」各定不同的时态。

【时态】一般现在时

整段的「骨架」是介绍潍坊与风筝这一长期事实——风筝不仅仅是玩具，而且还是这座城市文化的标志、潍坊以“风筝之都”而闻名，这类客观、至今成立的事实用一般现在时。因此全篇默认基调定为一般现在时；但凡讲到古代墨子、鲁班造风筝、风筝坠落这些「过去已发生的事」，再局部切到一般过去时——这是合理偏离，不是时态飘忽。

【译法】潍坊

潍坊市 统一译作 Weifang（汉语拼音音译地名，首字母大写）。全篇出现的「潍坊」「潍坊市」都用 Weifang，不要一会儿 Weifang 一会儿 Weifang City 来回换；首次出现可写 Weifang, a city in Shandong Province 交代背景。

风筝之都

“风筝之都”译作 the Kite Capital (of the World)，意译，是潍坊的称号，用引号或大写处理。这是「以……而闻名」的宾语，译法定死，避免和后文的 kite 混用大小写。

墨子

墨子 译作 Mozi（音译，约定俗成的拼音译名）。前面的身份「中国古代哲学家」作同位语：the ancient Chinese philosopher Mozi。全篇只用 Mozi。

鲁班

鲁班 译作 Lu Ban（音译，约定俗成）。身份「中国古代木匠」作同位语：the ancient Chinese carpenter Lu Ban。

1. 在山东省潍坊市, 风筝不仅仅是玩具, 而且还是这座城市文化的标志。

【主干】 风筝作主语, is 作系动词 (主语策略: 原句主语)

中文主语就是「风筝」, 谓语是「是.....」。提主干: 主语 kites, 谓语用系动词 are, 表语是两个并列名词「玩具」「文化标志」。即骨架 kites are not only toys but also a cultural symbol。风筝不仅仅是玩具, 而且还是这座城市文化的标志 里「不仅仅.....而且还.....」直接对应 not only... but also... 关联结构。

【降级】 地点状语前置、双表语用关联词连

主干之外有两处: 「在山东省潍坊市」是地点状语, 降级成介词短语 In Weifang, Shandong Province 放句首; 「不仅仅是玩具, 而且还是.....标志」是两个并列表语, 用 not only... but also... 连成一组, 而不是拆成两句话各说一遍。「这座城市文化的标志」中「这座城市文化的」是修饰「标志」的, 译成 a cultural symbol of the city (后置 of 短语)。

【语法】 时态

回指全篇基调用一般现在时——这是介绍潍坊风筝至今成立的事实, 谓语用 are。

单复数与主谓一致

风筝泛指一类东西, 用复数 kites 更自然, 主语复数则系动词用 are (不是 is)。

冠词

「文化的标志」是单数可数名词, 前面要加冠词: a cultural symbol; 「这座城市」特指潍坊, 用 the city。

【译文】 In Weifang, Shandong Province, kites are not only toys but also a cultural symbol of the city.

2. 潍坊以"风筝之都"而闻名, 已有将近2,400年放飞风筝的历史。

【主干】 潍坊作主语, 含两层信息 (主语策略: 原句主语)

中文主语是「潍坊」, 它带了两件事: 一是「以.....而闻名」, 二是「有.....历史」。提主干时可让 Weifang 作主语, 主谓选 is known (为.....所知), 把「有近2400年历史」处理成 with a history of... 的伴随结构。潍坊以"风筝之都"而闻名, 已有将近2,400年放飞风筝的历史。

【降级】 「以.....闻名」用 be known as, 历史用 with 短语

「以"风筝之都"而闻名」是固定搭配, 用 be known as the Kite Capital (as 后接称号身份)。

「已有将近2400年放飞风筝的历史」降级成介词短语 with a history of nearly 2,400 years of flying kites 接在后面作伴随状语, 「放飞风筝的」用 of flying kites 后置修饰 history。这样一句话两层信息, 不拆流水句。

【语法】语态与搭配

「以.....闻名」用被动式固定搭配 be known as (表「作为.....而知名」), 注意是 as 不是 for ——as 接称号身份, for 接因为某事。

时态

潍坊出名、拥有这段历史是延续至今的事实, 回指全篇基调用一般现在时 is known、含 with 短语, 不必用现在完成时; 「将近」用 nearly/almost 修饰数字。

数字与单复数

2,400 years 用复数 years; 「将近」译 nearly 2,400 years; history 是单数不可数, 前用 a history of。

【译文】 Weifang is known as the Kite Capital, with a history of nearly 2,400 years of flying kites.

3. 传说中国古代哲学家墨子用了三年时间在潍坊制作了世界上首个风筝, 但放飞的第一天风筝就坠落并摔坏了。

【主干】 前半 Mozi 作主语, 「传说」转框架结构 (主语策略: 补主语)

「传说.....」不是真正的主语, 是一层「据说」的框架, 译成 It is said that... 或 Legend has it that..., 从句里真正的主语是「墨子」。提主干: (It is said that) Mozi made the first kite. 后半「风筝就坠落并摔坏了」主语切换成 the kite。传说中国古代哲学家墨子用了三年时间在潍坊制作了世界上首个风筝。

【降级】 「用了三年时间制作」合并为 spend, 转折用 but/however

「用了三年时间.....制作了.....」两个动词合并: 用 spent three years making (spend time doing 固定结构), 别写成 used three years and made。「世界上首个」译 the first kite in the world 后置修饰。后半「但.....就坠落并摔坏了」是转折, 用 but 引出新分句, 主语换成 the kite, 两个动词「坠落」「摔坏」译 fell and was damaged/broken。

【语法】时态

本句讲古代墨子造风筝、风筝坠落, 是过去发生的事, 从全篇现在时基调合理偏离到一般过去时: made/spent/fell; 这是合理偏离, 不是时态乱跳。

语态

「风筝.....摔坏了」是风筝被摔坏, 承受动作, 用被动 was damaged / was broken; 「坠落」是自动行为, 用主动 fell。

冠词与单复数

「首个风筝」是世界上独一无二的第一个, 用 the first kite; 后半再提这只风筝特指, 用 the kite。

时间状语

「放飞的第一天」译 on the first day it was flown / on its first flight, 「就.....」表「一.....就.....」可用 but the kite fell 直接转折体现。

【译文】 Legend has it that the ancient Chinese philosopher Mozi spent three years making the world's first kite in Weifang, but it fell and was broken on the very first day it was flown.

4. 也有人相信风筝是中国古代木匠鲁班发明的。

【主干】「有人相信」转 **It is believed**，从句**风筝转被动**（主语策略：转被动）

「也有人相信」同样是无明确主语的说法，用 **It is also believed that...** 框架。从句「风筝是鲁班发明的」重心在风筝，主体考生最稳的处理是转被动：**the kite was invented by Lu Ban**，让动作承受者「风筝」作从句主语。也有人相信风筝是中国古代木匠鲁班发明的。

【降级】身份作同位语，「也」用 **also** 衔接

「中国古代木匠鲁班」中「中国古代木匠」是鲁班的身份，作同位语 **the ancient Chinese carpenter Lu Ban** 放在 **by** 后面。「也有人相信」的「也」对应 **also**，提示这是与上句墨子并列的另一种说法。本句结构简单，主要靠被动 + 同位语两处降级。

【语法】时态

「相信」这一层说法是现在仍存在的看法，框架 **It is believed** 用现在时；但从句讲鲁班「发明」是过去的事，用过去时被动 **was invented**——主从句时态各依其义。

语态

从句用被动 **was invented by Lu Ban**，承接「风筝是.....发明的」的被动含义。

冠词

carpenter 是可数单数，前加冠词；身份作同位语时 **the ancient Chinese carpenter Lu Ban** 用 **the** 特指。

【译文】 **It is also believed that the kite was invented by Lu Ban, an ancient Chinese carpenter.**

5. 据说他的风筝用木头和竹子制作，飞了三天后才落地。

【主干】「据说」转框架，**his kite** 作主语（主语策略：转被动）

「据说」再用 **It is said that...** 框架。从句主语是「他的风筝」**his kite**，前半「用木头和竹子制作」是风筝被制作，转被动 **was made of wood and bamboo**；后半「飞了三天后才落地」主语仍是这只风筝，用主动 **flew for three days before landing**。据说他的风筝用木头和竹子制作，飞了三天后才落地。

【降级】「用.....制作」转被动，「.....后才」用 **before**

「用木头和竹子制作」译被动 **was made of wood and bamboo** (**of** 表「由.....材料」)。「飞了三天后才落地」中「飞了三天」是 **flew for three days**，「后才落地」用 **before it landed / before landing** 接续，「才」体现「直到三天后」的意味。前后两个动作作用 **and** 连成并列谓语挂在 **his kite** 上。

【语法】时态

本句承接上句鲁班的传说，仍是过去叙述，全句用过去时：**was made、flew、landed**，与全篇基调合理偏离到一般过去时。

语态

「用.....制作」是风筝被制作，用被动 **was made of**；「飞」「落地」是风筝自身动作，用主动 **flew、landed**。一句之内主被动按动作性质分别处理。

单复数与冠词

wood、bamboo 作材料是不可数名词，不加冠词、不加复数；「三天」用复数 **three days**。

【译文】 It is said that his kite was made of wood and bamboo, and that it flew for three days before landing.

英语四级 2016年6月·第2套 · 全卷构成

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