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四级 · 真题卷第2套 · 2016年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. *Suppose you have two options upon graduation: one is to work in a state-owned business and the other in a joint venture. You are to make a choice between the two. Write an essay to explain the reasons for your choice. 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) To satisfy the curiosity of tourists.
B) To replace two old stone bridges.
C) To enable tourists to visit Goat Island.
D) To improve utility services in the state.
2. A) Countless tree limbs.
B) A few skeletons.
C) Lots of wrecked boats and ships.
D) Millions of coins on the bottom.

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

3. A) It suspended diplomatic relations with Libya.
B) It urged tourists to leave Tunisia immediately.
C) It shut down two border crossings with Libya.
D) It launched a fierce attack against Islamic State.
4. A) Advise Tunisian civilians on how to take safety precautions.
B) Track down the organization responsible for the terrorist attack.
C) Train qualified security personnel for the Tunisian government.
D) Devise a monitoring system on the Tunisian border with Libya.

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

- 5. A) An environment-friendly battery.
B) An energy-saving mobile phone.
C) A plant-powered mobile phone charger.
D) A device to help plants absorb sunlight.
- 6. A) While sitting in their school's courtyard.
B) While playing games on their phones.
C) While solving a mathematical problem.
D) While doing a chemical experiment.
- 7. A) It increases the applications of mobile phones.
B) It speeds up the process of photosynthesis.
C) It improves the reception of mobile phones.
D) It collects the energy released by plants.

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) He visited the workshops in the Grimsby plant.
B) He called the woman and left her a message.
C) He used stand-ins as replacements on all lines.
D) He asked a technician to fix the broken production line.
- 9. A) It is the most modern production line.
B) It assembles super-intelligent robots.
C) It has stopped working completely.
D) It is going to be upgraded soon.
- 10. A) To seek her permission.
B) To place an order for robots.
C) To request her to return at once.
D) To ask for Tom's phone number.
- 11. A) She is on duty.
B) She is having her day off.
C) She is on sick leave.
D) She is abroad on business.

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

12. A) He saved a baby boy's life.
B) He wanted to be a superhero.
C) He prevented a train crash.
D) He was a witness to an accident.
13. A) He has a 9-month-old boy.
B) He is currently unemployed.
C) He enjoys the interview.
D) He commutes by subway.
14. A) A rock on the tracks.
B) A misplaced pushchair.
C) A strong wind.
D) A speeding car.
15. A) She stood motionless in shock.
B) She cried bitterly.
C) She called the police at once.
D) She shouted for help.

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) She inherited her family ice-cream business in Billings.
B) She loved the ice-cream business more than teaching primary school.
C) She started an ice-cream business to finance her daughter's education.
D) She wanted to have an ice-cream truck when she was a little girl.
17. A) To preserve a tradition.
B) To amuse her daughter.
C) To help local education.
D) To make some extra money.
18. A) To raise money for business expansion.
B) To make her truck attractive to children.
C) To allow poor kids to have ice-cream too.
D) To teach kids the value of mutual support.

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

19. A) The reasons for imposing taxes.
B) The various services money can buy.
C) The various burdens on ordinary citizens.
D) The function of money in the modern world.
20. A) Educating and training citizens.
B) Improving public transportation.
C) Protecting people's life and property.
D) Building hospitals and public libraries.
21. A) By asking for donations.
B) By selling public lands.
C) By selling government bonds.
D) By exploiting natural resources.

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

22. A) It is located at the center of the European continent.
B) It relies on tourism as its chief source of revenues.
C) It contains less than a square mile of land.
D) It is surrounded by France on three sides.
23. A) Its beauty is frequently mentioned in American media.
B) Its ruler Prince Rainier married an American actress.
C) It is where many American movies are shot.
D) It is a favorite place Americans like to visit.
24. A) Tobacco.
B) Potatoes.
C) Machinery.
D) Clothing.
25. A) European history.
B) European geography.
C) Small countries in Europe.
D) Tourist attractions in Europe.

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.

Questions 26 to 35 are based on the following passage.

The ocean is heating up. That's the conclusion of a new study that finds that Earth's oceans now 26 heat at twice the rate they did 18 years ago. Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in Nature Climate Change.

Warming waters are known to 27 to coral bleaching(珊瑚白化) and they take up more space than cooler waters, raising sea 28 . While the top of the ocean is well studied, its depths are more difficult to 29 . The researchers gathered 150 years of ocean temperature data in order to get a better 30 of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century 31 of British naval ships to modern automated ocean probes. The extensive data sources, 32 with computer simulations(计算机模拟), created a timeline of ocean temperature changes, including cooling from volcanic outbreaks and warming from fossil fuel 33 .

About 35 percent of the heat taken in by the oceans during the industrial era now resides at a 34 of more than 700 meters, the researchers found. They say they're 35 whether the deep-sea warming canceled out warming at the sea's surface.

- | | |
|---------------|----------------|
| A) absorb | I) heights |
| B) combined | J) indifferent |
| C) contribute | K) levels |
| D) depth | L) mixed |
| E) emissions | M) picture |
| F) excursion | N) unsure |
| G) explore | O) voyage |
| H) floor | |

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**.

The Secret to Raising Smart Kids

- A) I first began to investigate the basis of human motivation—and how people persevere after setbacks—as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.
- B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

- C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.
- D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set(思维模式)." Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating(令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined(注定) for greater academic success and were quite likely to outperform their counterparts.
- E) We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.
- F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.
- G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.
- H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.
- I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that

way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

- J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain." They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.
- K) Research is converging(汇聚) on the conclusion that great accomplishment and even genius are typically the result of years of passion and dedication and not something that flows naturally from a gift.
36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.
37. Focusing on effort is effective in helping children overcome frustration and achieve success.
38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.
39. Students' belief about the cause of their failure explains their attitude toward setbacks.
40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.
41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.
42. After failing again and again, most animals give up hope.
43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.
44. People with a fixed mind-set believe that one's intelligence is unchangeable.
45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

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.

"Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore,

extremely popular subjects of taxation."

Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages.

Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste.

While reformulating recipes(配方) is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with obesity, a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed. There is no silver bullet.

46. What did Adam Smith say about sugar, alcohol and tobacco?

- A) They were profitable to manufacture.
- B) They were in ever-increasing demand.
- C) They were subject to taxation almost everywhere.
- D) They were no longer considered necessities of life.

47. Why have many countries started to consider taxing sugar?

- A) They are under growing pressure to balance their national budgets.
- B) They find it ever harder to cope with sugar-induced health problems.
- C) The practice of taxing alcohol and tobacco has proved both popular and profitable.
- D) The sugar industry is overtaking alcohol and tobacco business in generating profits.

48. What do we learn about Danish taxation on fat-rich foods?

- A) It did not work out as well as was expected.
- B) It gave rise to a lot of problems on the border.
- C) It could not succeed without German cooperation.
- D) It met with firm opposition from the food industry.

49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?
- A) Replacing sugar or salt with alternative ingredients.
 - B) Setting a limit on the amount of sugar or salt in their products.
 - C) Investing in research to find ways to adapt to consumers' needs.
 - D) Adjusting the physical composition of their products.
50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 3-4, Para. 7)?
- A) There is no single easy quick solution to the problem.
 - B) There is no hope of success without public cooperation.
 - C) There is no hurry in finding ways to solve the obesity problem.
 - D) There is no effective way to reduce people's sugar consumption.

Passage Two

Questions 51 to 55 are based on the following passage.

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

The average international runway model has a body mass index (BMI) under 16—low enough to indicate starvation by the World Health Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

"Especially girls and teens," says Record. "Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines." That's especially worrying, she says, given that anorexia(厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

It's commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

Record's suggestion is to prohibit agents from hiring models with a BMI below 18.

In April, France passed a law setting lower limits for a model's weight. Agents and fashion houses who hire models with a BMI under 18 could pay \$82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U.S. support could make a difference. "A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

51. What do Record and Austin say about fashion models' body mass?
- A) It has caused needless controversy.
 - B) It is but a matter of personal taste.
 - C) It is the focus of the modeling business.
 - D) It affects models' health and safety.
52. What are Record and Austin advocating in the Monday editorial?
- A) A change in the public's view of female beauty.
 - B) Government legislation about models' weight.
 - C) Elimination of forced weight loss by models.
 - D) Prohibition of models eating non-food stuff.
53. Why are Record and Austin especially worried about the low body mass index of models?
- A) It contributes to many mental illnesses.
 - B) It defines the future of the fashion industry.
 - C) It has great influence on numerous girls and women.
 - D) It keeps many otherwise qualified women off the runway.
54. What do we learn about France's fashion industry?
- A) It has difficulty hiring models.
 - B) It now has a new law to follow.
 - C) It allows girls under 18 on the runway.
 - D) It has overtaken that of the United States.
55. What does Record expect of New York Fashion Week?
- A) It will create a completely new set of rules.
 - B) It will do better than Paris Fashion Week.
 - C) It will differ from Paris Fashion Week.
 - D) It will have models with a higher BMI.

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**.

随着中国的改革开放,如今很多年轻人都喜欢举行西式婚礼。新娘在婚礼上穿着白色婚纱,因为白色被认为是纯洁的象征。然而,在中国传统文化中,白色经常是葬礼上使用的颜色。因此务必记住,白花一定不要用作祝人康复的礼物,尤其不要送给老年人或危重病人。同样,礼金也不能装在白色的信封里,而要装在红色的信封里。

2016年12月·第2套英语四级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2016年12月·第2套 英语四级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第2套(2016-12) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay. *Suppose you have two options upon graduation: one is to work in a state-owned business and the other in a joint venture. You are to make a choice between the two. Write an essay to explain the reasons for your choice. You should write at least 120 words but no more than 180 words.*

【参考范文 • 156 词】 写作无唯一标准答案，以下为达标示范

When it comes to choosing a career after graduation, I would rather work in a joint venture than in a state-owned business. Though both offer decent prospects, I am firmly convinced that a joint venture suits me better.

The main reason is that a joint venture provides a more competitive environment, where personal ability, rather than seniority, decides how far one can go. What attracts me most is the chance to work with foreign colleagues, learn advanced management skills and improve my English in daily practice. Besides, such companies usually offer higher salaries and reward hard work generously, which matters a lot to a fresh graduate like me. A state-owned business, by contrast, tends to be stable but slow, where a young talent may easily be buried by dull routine.

For these reasons, I will not hesitate to choose a joint venture, because it offers exactly the growth and challenge that a young person truly needs.

【参考译文】

谈到毕业后的职业选择，比起国企，我更愿意去一家合资企业。尽管两者都有不错的前景，我仍坚信合资企业更适合我。

主要原因在于，合资企业提供了一个更具竞争力的环境——在这里，决定一个人能走多远的是个人能力，而非资历。最吸引我的是有机会与外籍同事共事、学习先进的管理经验，并在日常工作中提升英语。此外，这类公司通常薪资更高，也慷慨地回报努力，这对我这样一个刚毕业的年轻人很重要。相比之下，国企往往稳定却发展缓慢，年轻的人才很容易被枯燥的日常事务所埋没。

基于以上原因，我会毫不犹豫地选择合资企业，因为它恰恰能提供一个年轻人真正需要的成长空间与挑战。

【第 1 段】两句完成表态。落实『开门见山亮立场』：首句 When it comes to choosing a career...I would rather work in a joint venture 用表偏好句架直接站队；次句 Though both offer decent prospects, I am firmly convinced 用让步句架定调，两句就把立场钉死，达成 outline 第一段『亮明立场』的功能。

【第 2 段】三信号词分点 + 反衬。落实『主题句 + 理由 + 反衬』：The main reason is / What attracts me most is / Besides 三个信号词各领一条理由，且都落到具体细节 (work with foreign colleagues, improve my English, reward hard work generously)，末句 A state-owned business, by contrast 反衬对方短处，是最重的主体段。

【第 3 段】打包理由回扣中心。落实『回扣立场收束』：For these reasons 打包上文，I will not hesitate to choose a joint venture 重申选择，because it offers exactly the growth and challenge 把中心词回扣，首尾立场一致，干净收束。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

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

核心任务

国企 vs 合资，二选一并说理由

本题核心任务是在两条毕业去向里做出取舍：题目要求 make a choice between the two，并且 explain the reasons for your choice。一句话钉死：先明确选国企还是合资，再用理由把这个选择撑起来——不是平均介绍两者，也不是只表态不给理由。

读者 • 语域

面向阅卷人的正式议论

本题要求 write an essay，没有具体收信人，属纯议论大作文，读者就是阅卷老师，用正式书面语即可：不用写称呼和署名，也别用 gonna、wanna 这类口语缩写，第一人称 I 表达个人选择是允许且必要的（因为题目要你亮出自己的选择）。

中心立意

我选合资企业

本篇立场：在 one is to work in a state-owned business and the other in a joint venture 之间，我选择合资企业。中心论点一句话——合资企业提供更看重能力的竞争环境、更国际化的平台和更高的回报，比国企更适合刚毕业、想快速成长的年轻人。

要展开的要点

1. 凭能力晋升的竞争环境

分论点一：合资企业里晋升更看个人能力而非资历，年轻人有真本事就能快速上升，这正是刚起步时最需要的成长空间。

2. 国际化的学习平台

分论点二：能和外籍同事共事，学到先进的管理经验，还能在日常工作中练英语——这是国企一般给不了的平台，可用来落实『个人成长』这一角度。

3. 多劳多得的薪酬回报

分论点三：合资企业通常薪资更有竞争力、对努力的回报也更直接，对一个刚毕业、经济压力大的年轻人很重要；顺带反衬国企「稳定但发展慢、人容易被日常事务埋没」的短处。

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 亮明立场

开门见山做出选择：在两条去向里表态选合资企业，并用一句让步定调，让全文立场从第一句就清楚。

第 2 段 并列论证 + 反衬

主体段：把竞争环境、国际化平台、薪酬回报两三条理由并列展开，每条给一句解释，末尾用一句反衬国企的短处，是全文最重的一段。

第 3 段 重申收束

结尾段：简短重申选合资企业的决定，回扣『成长与挑战』这一中心，干净收尾、不再展开新理由。

第 1 段 表态选合资

内容落点：明确说出毕业后我宁愿去合资企业而非国企，承认两者都有不错的前景，但坚信合资企业更适合我。呼应题目 make a choice between the two 的要求。

表明偏好 · When it comes to ____, I would rather ____ than _____. (把『毕业后的职业选择』和你选/不选的两项填进去)

让步定调 · Though both ____, I am firmly convinced that ____ suits me better. (先认可两者共同的好处，再把天平压向你选的一方)

第 2 段 三条理由 + 反衬国企

内容落点：理由①合资看能力不看资历、晋升快；理由②能与外籍同事共事、学管理、练英语；理由③薪资更高、多劳多得，对刚毕业的人很重要；收尾一句反衬国企稳定但发展慢、人易被日常琐事埋没。

引出主因 · The main reason is that _____. (后面接你最硬的那条理由，一句话说清)

强调最看重 · What attracts me most is the chance to _____. (把你最在意的那一点具体化，如学到什么、接触到什么)

追加并列理由 · Besides, ____, which matters a lot to _____. (用 which 从句点出这条理由对谁、为何重要)

对比反衬 · ____, by contrast, tends to ____, where _____. (把被舍弃的一方摆出来，指出它的短处以反衬你的选择)

第3段 重申选合资

内容落点：毫不犹豫地重申选择合资企业，因为它恰好提供了一个年轻人需要的成长空间与挑战，呼应首段立场，不再展开新理由。

总结收束 · For these reasons, I will not hesitate to choose ____, because it offers exactly _____. (把你选的一方和它最核心的好处填进去，一句收束)

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

立场唯一且给理由

本题达标点：全篇必须清楚只选一个，并对应 explain the reasons for your choice 给出足够理由；最易失分处是平均介绍国企与合资却不表态，等于没完成 make a choice between the two。

结构连贯

三段分明、过渡到位

本题达标点：三段功能不重叠，主体段的两三条理由用并列信号词串起；易失分处是把理由堆在一段却无过渡，读起来像流水账。

语言准确

观点句式用准

本题达标点：表观点与权重的句式 (I would rather..., The main reason is that..., What attracts me most is...) 要用对结构；易失分处是把 rather than、by contrast 等搭配写错或时态混乱。

字数格式

落在硬性区间内分三段

本题达标点：字数须落在 at least 120 words but no more than 180 words 的硬性区间内，格式上分三段清楚；最易失分处是理由展开过多冲破上限，或铺垫太长导致正文不足。

典型低分写法 · 反面示例与改法

两边都夸不选

反面示例：『A state-owned business is stable, and a joint venture is exciting. Both are good choices for graduates.』——通篇平均夸两者、始终不表态。改成：『Both have their merits, but I would rather work in a joint venture.』先明确选定合资，后文只为它说理由。

只堆空泛形容词

反面示例：『A joint venture has good salary, good future and good people.』——三个 good 全是空词。改成：『A joint venture usually offers higher salaries and rewards hard work generously, which matters a lot to a fresh graduate.』把 good salary 具体成『多劳多得、对新人重要』。

开头选合资结尾倒向国企

反面示例：首段说『I would choose a joint venture』，尾段却写『After all, a state-owned business is safer, so I will take it.』——自相矛盾。改成尾段呼应首段：『For these reasons, I will not hesitate to choose a joint venture.』

同一句换词重复凑数

反面示例：『It is good. It is really good. It is very very good for me.』——靠重复注水。改成有信息量的一句：『It offers exactly the growth and challenge that a young person needs.』用内容而非重复达标。

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套 英语四级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2016年12月·第2套 英语四级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2016-12) • 四级

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

Part II

Listening Comprehension

(25 minutes)

Section A

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

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

1 New York State plans to shut off the thundering waters of Niagara Falls—again. At least, the American side of the falls. This "once in a lifetime" event actually may take place twice in some folks' lives. The New York State parks system wants to turn off the falls on the American side sometime in the next two to three years to replace two 115-year-old stone bridges that allow pedestrians, park vehicles and utilities access to Goat Island.

纽约州计划再次关闭尼亚加拉大瀑布的雷鸣水流——至少是瀑布的美国一侧。这一"一生一次"的事件实际上可能在某些人的一生中发生两次。纽约州公园系统希望在未来两到三年内关闭美国一侧的瀑布,以更换两座有115年历史的石桥,这些石桥供行人、公园车辆和公用设施通往山羊岛。

2 The American side of the falls was shut off in 1969 to study the buildup of rock at the base of the falls. When that happened, people came from all over the world to see the falls turned off.

美国一侧的瀑布曾在1969年关闭,以研究瀑布底部岩石的堆积情况。当时,世界各地的人们都前来观看瀑布关闭的景象。

3 People are curious by nature. They want to see what's underneath. In fact, those who first came to have a look did see something. They found millions of coins on the bottom.

人们天生充满好奇心。他们想看看下面有什么。事实上,那些最先来观看的人确实看到了一些东西。他们在底部发现了数百万枚硬币。

1. A) To satisfy the curiosity of tourists.
- B) To replace two old stone bridges.
- C) To enable tourists to visit Goat Island.
- D) To improve utility services in the state.

【题目】 Why does New York State want to turn off Niagara Falls?

【翻译】 为什么纽约州想要关闭尼亚加拉瀑布?

- A) 为了满足游客的好奇心。 B) 为了更换两座旧石桥。 C) 为了使游客能够访问山羊岛。
D) 为了改善该州的公用事业服务。

【答案】 B (细节题) To replace two old stone bridges.

【定位】 The New York State parks system wants to turn off the falls on the American side sometime in the next two to three years to replace two 115-year-old stone bridges that allow pedestrians, park vehicles and utilities access to Goat Island.

纽约州公园系统打算在未来两到三年内的某个时候关掉瀑布的美国一侧,以便更换两座有115年历史的石桥——这两座桥供行人、园区车辆和各类公用设施通往山羊岛。

【信号】 want to加to do的目的结构。这句靠想做某事加 to 表目的的结构成为答案句: wants to turn off the falls 说出要做的事,紧跟的 to replace two 115-year-old stone bridges 用不定式说出做这件事的目的——to do 前面是行为、后面就是原因,这正是预读里要盯的目的信号。

【替换】 to replace two 115-year-old stone bridges ↔ **To replace two old stone bridges.**

数字年龄概括成old

【排除】 A) 原词陷阱

To satisfy the curiosity of tourists. 看着诱人，是因为录音后面确实念到 People are curious by nature.——好奇这个词真的出现过。但它出现在第3段讲人们天生好奇、想看底下有什么，是关瀑布之后游客的反应，不是纽约州关瀑布的目的。听到 curious 就选，正中原词陷阱。

借用原文：People are curious by nature.

C) 原词陷阱

To enable tourists to visit Goat Island. 诱人是因为录音 access to Goat Island 真的念到了 Goat Island。但原文是说那两座桥供行人、车辆和公用设施通往山羊岛，山羊岛是桥的功能去向，不是关瀑布去换桥的目的；而且原文说的是 pedestrians（行人）通行，并非专为 tourists 去游览。盗用地名 Goat Island 来误导。

借用原文：utilities access to Goat Island

D) 偷换概念

To improve utility services in the state. 诱人是因为原文 utilities access to Goat Island 出现了 utilities（公用设施）一词。但原文只说桥让公用设施通往山羊岛，根本没说要改善（improve）全州的公用服务。把设施通行偷换成改善服务，是借原词 utilities 制造的概念偷换。

借用原文：park vehicles and utilities access to Goat Island

2. A) Countless tree limbs.

B) A few skeletons.

C) Lots of wrecked boats and ships.

D) Millions of coins on the bottom.

【题目】 What did people find when Niagara Falls was shut off in 1969?

【翻译】 1969年尼亚加拉瀑布被关闭时人们发现了什么？

A) 无数树枝。 B) 几具骸骨。 C) 大量损毁的船只。 D) 底部有数百万枚硬币。

【答案】 D（细节题） Millions of coins on the bottom.

【定位】 In fact, those who first came to have a look did see something. They found millions of coins on the bottom.

事实上，最先来看的那些人确实看到了点东西。他们在（瀑布）底部发现了数百万枚硬币。

【信号】 found后跟答案物。 这句靠发现动词成为答案句：They found millions of coins on the bottom. 直接用 found 点出人们发现的东西，found 后面紧跟的数量加事物就是答案落点——这正是预读里要专门盯的 found 或 saw 类动词。

【替换】 millions of coins on the bottom ↔ **Millions of coins on the bottom.**

近乎原句照搬

【排除】 A) 未提及

Countless tree limbs. (数不清的树枝) 听上去像河底常见之物, 但录音从头到尾只说发现了硬币, 根本没提树枝。这是凭河底应该有树枝的常识想象出来的, 原文无依据。

B) 与原文相反

A few skeletons. 有两处不对: 一是 skeletons (骸骨) 原文没提; 二是数量 a few (很少) 与原文 millions (数百万, 极多) 正好相反。预读时已把 a few 与 millions 标成对立点, 正是要在这里听准多与少, 别选反。

C) 未提及

Lots of wrecked boats and ships. (大量沉船) 最像对, 因为水底沉船太符合一般人对河床的想象, 画面感也强。但录音只说发现了 millions of coins, 从未提及任何船只, 这是典型的常识陷阱, 靠想当然填空。

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

1 The Tunisian government said Monday that 45 people have been killed after gunmen attacked a town near the border with Libya.

突尼斯政府周一表示,武装分子袭击了与利比亚接壤的一个城镇,造成45人死亡。

2 The Interior and Defense ministries said that the Tunisian government has closed its two border crossings with Libya because of the attack.

内政部和国防部表示,由于这次袭击,突尼斯政府已关闭了与利比亚的两个边境口岸。

3 The Tunisian military has sent reinforcements and helicopters to the area, and authorities have been hunting several attackers who were still at large.

突尼斯军方已向该地区派遣增援部队和直升机,当局一直在追捕几名仍在逃的袭击者。

4 The violence came amid increasing international concern about Islamic State extremists in Libya. Officials of the Tunisian government are especially worried after dozens of tourists were killed in the attacks in Tunisia last year.

这次暴力事件发生之际,国际社会对利比亚的伊斯兰国极端分子的关注日益增加。突尼斯政府官员尤其担忧,因为去年突尼斯发生的袭击事件中有数十名游客丧生。

5 Defense Minister Farhat Horchani said last week that German and American security experts were expected to come to help Tunisia devise a new electronic video supervision system on its border with Libya.

国防部长Farhat Horchani上周表示,预计德国和美国安全专家将前来帮助突尼斯在其与利比亚的边境设计一套新的电子视频监控系统。

6 Tunisia was targeted last year by three attacks that left 70 people dead and were claimed by Islamic State.

突尼斯去年成为三次袭击的目标,造成70人死亡,伊斯兰国宣称对这些袭击负责。

3. A) It suspended diplomatic relations with Libya.
B) It urged tourists to leave Tunisia immediately.
C) It shut down two border crossings with Libya.
D) It launched a fierce attack against Islamic State.

【题目】 What did the Tunisian government do after the gunmen's attack?

【翻译】 突尼斯政府在枪手袭击后做了什么？

- A) 它中止了与利比亚的外交关系。 B) 它敦促游客立即离开突尼斯。
C) 它关闭了与利比亚的两个边境口岸。 D) 它对伊斯兰国发动了猛烈攻击。

【答案】 C (细节题) It shut down two border crossings with Libya.

【定位】 The Interior and Defense ministries said that the Tunisian government has closed its two border crossings with Libya because of the attack.

内政部和国防部表示，由于这起袭击，突尼斯政府已关闭了它与利比亚之间的两个边境口岸。

【信号】 主语应答 + **because of the attack** 因果信号。这句以题干要找的主语 the Tunisian government 出现，且带因果短语 because of the attack，正对应题干 after the gunmen's attack——「因袭击而做了某事」，这一因果挂钩就是答案句信号。

【替换】 has closed its two border crossings with Libya ↔ **shut down two border crossings with Libya**
closed = shut down 的同义替换

【排除】 A) **原词陷阱**

suspended diplomatic relations with Libya 借了录音里反复出现的 with Libya 来制造熟悉感，但录音只说关闭口岸，从未提「中断外交关系」。听到 Libya 就选 A 正是原词陷阱。

借用原文：two border crossings with Libya

B) **张冠李戴**

urged tourists to leave Tunisia immediately 利用了录音第4段出现的 tourists 一词，但那里讲的是去年有游客遇袭，并非政府这次「劝游客离开」。盗 tourists 充数，属张冠李戴式诱导。

借用原文：dozens of tourists were killed

D) **与原文相反**

launched a fierce attack against Islamic State 借了录音多次出现的 Islamic State，但录音说的是政府关口岸、派增援搜捕在逃者，是防御搜捕，从未说「主动对 IS 发起猛攻」。把守势说成攻势，是与原文相反的诱导。

借用原文：hunting several attackers who were still at large

4. A) Advise Tunisian civilians on how to take safety precautions.
B) Track down the organization responsible for the terrorist attack.
C) Train qualified security personnel for the Tunisian government.
D) Devise a monitoring system on the Tunisian border with Libya.

【题目】 What were German and American security experts expected to do in Tunisia?

【翻译】 德国和美国安全专家预期在突尼斯做什么？

- A) 就如何采取安全预防措施向突尼斯平民提供建议。 B) 追查对恐怖袭击负责的组织。
C) 为突尼斯政府培训合格的安全人员。 D) 在突尼斯与利比亚的边境设计一套监控系统。

【答案】 D (细节题) Devise a monitoring system on the Tunisian border with Libya.

【定位】 Defense Minister Farhat Horchani said last week that German and American security experts were expected to come to help Tunisia devise a new electronic video supervision system on its border with Libya.

国防部长法尔哈特·霍尔查尼上周表示，预计德国和美国的安保专家将前来帮助突尼斯设计一套位于其与利比亚边境上的新型电子视频监控系统。

【信号】 题干主语原样出现 + **expected to** 引出任务。这句原样出现题干主语 German and American security experts, 并用 were expected to come to help...devise 直接引出他们的任务, 「expected to + 帮助做某事」就是答案句信号。

【替换】 devise a new electronic video supervision system ↔ **Devise a monitoring system**
supervision system = monitoring system 概括替换
on its border with Libya ↔ **on the Tunisian border with Libya**
its 还原为 the Tunisian, 指代明确化

【排除】 A) 未提及

Advise Tunisian civilians on how to take safety precautions 蹭了录音的安保 / 边境氛围, 但录音说专家是来「建监控系统」, 没说去「给平民支招防范」。任务对象与内容都不符, 属未提及的杜撰。

B) 张冠李戴

Track down the organization responsible for the terrorist attack 借了录音里的袭击 / 在逃者氛围, 但「搜捕在逃者」是突尼斯军方做的 (第3段), 不是德美专家的任务。把军方的事安到专家头上, 是张冠李戴。

借用原文: authorities have been hunting several attackers

C) 原词陷阱

Train qualified security personnel for the Tunisian government 借了录音里 security experts 的 security 一词制造熟悉感, 但录音说专家是来 help...devise system, 没说来「培训安保人员」。听到 security 就选 C 正是原词陷阱。

借用原文: German and American security experts

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

1 Three university students in Santiago, Chile, have developed a plant-powered device to charge their mobile phones.

智利圣地亚哥的三名大学生开发了一种植物供能设备来为他们的手机充电。

2 The three engineering students got the idea for the device while sitting in their school's courtyard. Their invention is a small biological circuit they call E-Kaia. It captures the energy which plants produce during photosynthesis—a process of converting sunlight into energy.

这三名工程专业学生在校庭院坐着时产生了这个设备的想法。他们的发明是一个被称为E-Kaia的小型生物电路。它捕获植物在光合作用过程中产生的能量——光合作用是一个将阳光转化为能量的过程。

3 A plant uses only a small part of the energy produced by that process. The rest goes into the soil. E-Kaia collects that energy. The device plugs into the ground and then into a mobile phone.

植物只使用该过程产生的一小部分能量。其余的能量进入土壤。E-Kaia收集这些能量。该设备插入地面,然后连接到手机。

4 The E-Kaia solves two problems for the engineering students. They needed an idea for a class project. They also needed an outlet to plug in their phones.

E-Kaia为这些工程专业学生解决了两个问题。他们需要一个课程项目的创意。他们也需要一个插座来给手机充电。

5 One of the student inventors, Camila Rupcich, says the device changes the energy released from the plant into low-level power to charge phones.

学生发明者之一Camila Rupcich说,该设备将植物释放的能量转化为低电平电力来给手机充电。

6 The E-Kaia is able to fully recharge a mobile phone in less than two hours.

E-Kaia能够在不到两小时内完全充满一部手机。

5. A) An environment-friendly battery.

B) An energy-saving mobile phone.

C) A plant-powered mobile phone charger.

D) A device to help plants absorb sunlight.

【题目】 What did the three university students invent?

【翻译】 这三名大学生发明了什么?

A) 一种环保电池。 B) 一种节能手机。 C) 一种植物供能的手机充电器。

D) 一种帮助植物吸收阳光的装置。

【答案】 C (细节题) A plant-powered mobile phone charger.

【定位】 Three university students in Santiago, Chile, have developed a plant-powered device to charge their mobile phones.

智利圣地亚哥的三名大学生研发出了一种由植物供电、用来给手机充电的装置。

【信号】 新闻首句点题即答案句。 新闻短消息的第一句往往就是核心事实。本句 have developed a plant-powered device to charge their mobile phones 一上来就交代了“发明了什么”, 正是问“发明是什么”的答案句——信号就是“新闻开篇首句直接报核心”。

【替换】 a plant-powered device to charge their mobile phones ↔ **A plant-powered mobile phone charger**
“给手机充电的装置”=“手机充电器”

【排除】 A) **偷换概念**

An environment-friendly battery. 把发明说成“环保电池”。录音从头到尾说的是 charge（充电）的 device，从未称其为 battery（电池）；充电器和电池是两种东西，属未提及的张冠李戴。

B) **原词陷阱**

An energy-saving mobile phone. 借了录音里反复出现的原词 mobile phones 来制造熟悉感，但发明是“给手机充电的装置”，不是“一部省电手机”。听到 mobile phone 就想选，正中原词陷阱。

借用原文：to charge their mobile phones

D) **与原文相反**

A device to help plants absorb sunlight. 凑齐了 plant、sunlight 等话题词，却把方向反了：发明是“收集植物产生的能量给手机充电”，不是“帮植物吸收阳光”。属与原文相反的方向倒置。

借用原文：converting sunlight into energy

-
6. A) While sitting in their school's courtyard.
B) While playing games on their phones.
C) While solving a mathematical problem.
D) While doing a chemical experiment.

【题目】 **When did they get the idea for the invention?**

【翻译】 他们是什么时候产生这个发明想法的？

- A) 坐在学校庭院里的时候。 B) 在手机上玩游戏的时候。 C) 解决一道数学题的时候。
D) 做化学实验的时候。

【答案】 **A**（细节题） While sitting in their school's courtyard.

【定位】 The three engineering students got the idea for the device while sitting in their school's courtyard.

这三名工程系学生是在坐在学校的院子里时想到了这个装置的点子。

【信号】 **while 引导时间状语即答案**。本句的信号词是 while sitting in their school's courtyard 里的 while——题目问 When，答案就锁在 while 引导的这个时间状语上：他们是“坐在学校院子里时”产生灵感的。

【替换】 while sitting in their school's courtyard ↔ **While sitting in their school's courtyard.**

状语近乎原样照搬

【排除】 B) 原词陷阱

While playing games on their phones. 借了录音反复出现的 mobile phones 原词，编出“玩手机游戏时”的场合，但录音说的是坐在院子里，并无“玩游戏”。听到 phone 就选，正中原词陷阱。

借用原文：mobile phones

C) 未提及

While solving a mathematical problem. 是凭“理工科学生 = 在解题”的常识脑补的场景，录音从未提到解数学题，属未提及。

D) 未提及

While doing a chemical experiment. 最贴“搞发明”的直觉，但录音说的是 engineering students（工程系）在 courtyard（院子）想到的，既没提化学、也没提做实验，属未提及的诱惑项。

-
7. A) It increases the applications of mobile phones.
B) It speeds up the process of photosynthesis.
C) It improves the reception of mobile phones.
D) It collects the energy released by plants.

【题目】 What does the speaker say about the invention?

【翻译】 说话者对这项发明是怎么说的？

- A) 它增加了手机的应用。 B) 它加快了光合作用的过程。 C) 它改善了手机的信号接收。
D) 它收集植物释放的能量。

【答案】 D（细节题） It collects the energy released by plants.

【定位】 It captures the energy which plants produce during photosynthesis—a process of converting sunlight into energy.

它捕获植物在光合作用过程中产生的能量——光合作用是把阳光转化为能量的过程。

【信号】 功能描述句直说原理。 信号是录音对装置功能的直接陈述 It captures the energy which plants produce（它捕获植物产生的能量）。问“关于发明说了什么”，就锁这种“It + 它干了什么”的功能句。第 3 段 E-Kaia collects that energy 再次印证“收集能量”这一核心功能。

【替换】 It captures the energy which plants produce ↔ **It collects the energy released by plants**
captures=collects、produce↔released

【排除】 A) 原词陷阱

It increases the applications of mobile phones. 借录音原词 mobile phones 编出“增加手机应用”的功能，但录音只说它给手机充电、没说增加应用。原词在、功能假。

借用原文：to charge their mobile phones

B) 原词陷阱

It speeds up the process of photosynthesis. 借了录音原词 photosynthesis，但装置是“利用/捕获”光合作用产生的能量，绝非“加快”光合作用。听到 photosynthesis 就选，正中原词陷阱。

借用原文：the energy which plants produce during photosynthesis

C) 原词陷阱

It improves the reception of mobile phones. 又一次借 mobile phones 原词，编出“改善手机信号”的功能，但 reception（信号接收）录音根本没提，装置只负责充电。

借用原文：to charge their mobile phones

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: Good morning. What can I do for you?

M: 早上好。有什么我能帮您的吗？

2 W: Good morning. Could I talk to Jeffrey Harding please?

W: 早上好。我能和 Jeffrey Harding 通话吗？

3 M: Speaking.

M: 我就是。

4 W: Hello, Jeff. It's Helen. I got your message on the answering machine. What's the problem?

W: 你好,Jeff。我是 Helen。我在答录机上收到你的留言了。出什么问题了？

5 M: Oh, Helen. Well, it's the Grimsby plant again, I'm afraid. The robots on Line 3 have gone wrong. And the line is at a standstill.

M: 哦,Helen。唉,恐怕又是 Grimsby 工厂的事。3号生产线上的机器人出故障了。整条线都停工了。

6 W: Can't you replace them with the stand-ins?

W: 你不能用备用的替换吗？

7 M: I'm afraid not. The stand-ins are already in use on Line 6. And the ones from Line 6 are being serviced.

M: 恐怕不行。备用的已经在6号线使用了。而6号线的那些正在维修。

8 W: When did this happen, Jeff?

W: 什么时候发生的,Jeff?

9 M: Well, they've been making a low continuous sound for a day or two. But they finally went dead at 2:30 this afternoon.

M: 嗯,它们已经发出低沉的持续声响一两天了。但今天下午2点半彻底停了。

10 W: I see. What did you do? Have you tried the Hall plant?

W: 我明白了。你怎么处理的?联系过 Hall 工厂吗?

11 M: Not yet, Helen. I thought I'd better get your OK first.

M: 还没有,Helen。我想最好先得到你的批准。

12 W: OK. Get on the phone to Tom, and try to get their stand-ins over tonight. We have to be back at full capacity tomorrow morning. Is it a major job to repair our robots?

W: 好的。给 Tom 打电话,争取今晚把他们的备用机器人运过来。我们明天早上必须恢复满负荷生产。修我们的机器人是大工程吗?

13 M: About a week. That's what the maintenance engineer says.

M: 大约一周。维修工程师是这么说的。

14 W: Right. Well, if you can get the ones from Hall, please ask Tom to inform Sheffield that he may need their stand-ins in case of emergency during the next week.

W: 好。那如果你能从 Hall 拿到备用的,请让 Tom 通知 Sheffield,他下周可能需要他们的备用机器人以备不时之需。

15 M: OK. Thank you very much, Helen.

M: 好的。非常感谢你,Helen。

16 W: You are most welcome.

W: 不客气。

17 M: Sorry to spoil your day off.

M: 抱歉打扰你休息日了。

18 W: It doesn't matter.

W: 没关系。

8. A) He visited the workshops in the Grimsby plant.

B) He called the woman and left her a message.

C) He used stand-ins as replacements on all lines.

D) He asked a technician to fix the broken production line.

【题目】 What did the man do before the telephone conversation?

【翻译】这位男士在电话交谈之前做了什么？

- A) 他参观了Grimsby工厂的车间。 B) 他给这位女士打了电话并留了言。
- C) 他在所有生产线上使用了替补人员作为替代。
- D) 他请一位技术人员修理损坏的生产线。

【答案】 **B** (细节题) He called the woman and left her a message.

【定位】 Hello, Jeff. It's Helen. I got your message on the answering machine.

你好，杰夫。我是海伦。我收到了你留在答录机上的留言。

【信号】 对方应答里反证了"留言"动作。答案信号是被叫方 Helen 一开口的回应 I got your message on the answering machine——她"收到了留言"，反推出通话前男方做的事正是"打电话留了言"。这种"由对方的话反证某人做过某事"是对话题常见的答案信号，不一定由本人正面说出。

【替换】 I got your message on the answering machine ↔ He called the woman and left her a message.

"收到留言"反推为"打电话留言"

【排除】 A) **原词陷阱**

He visited the workshops in the Grimsby plant. 借用了录音里真出现的 the Grimsby plant，让你一听到"格里姆斯比工厂"就想选它。但录音只说该厂的生产线出了故障，从没说男方"参观了车间"——盗了地名却安了个没发生的动作。

借用原文：the Grimsby plant

C) **原词陷阱**

He used stand-ins as replacements on all lines. 抓了录音热词 stand-ins (备用机)，但录音说的是 Can't you replace them with the stand-ins? 只是女方在"提议"用备用机，男方还回答"不行"；而且备用机只在 Line 6 用着，绝非"用在所有线上"。盗了热词又把范围夸大成 all lines。

借用原文：Can't you replace them with the stand-ins?

D) **张冠李戴**

He asked a technician to fix the broken production line. 把录音后段提到的"修理"和"工程师"凑成一个动作。但录音里 That's what the maintenance engineer says. 只是工程师"估了修要一周"，男方并没有"叫技工去修线"这个通话前的动作——人物和动作被硬拼到一起了。

借用原文：That's what the maintenance engineer says.

9. A) It is the most modern production line.

B) It assembles super-intelligent robots.

C) It has stopped working completely.

D) It is going to be upgraded soon.

【题目】 What does the man say about Line 3 in the Grimsby plant?

【翻译】这位男士关于Grimsby工厂3号生产线说了什么？

- A) 它是最现代化的生产线。 B) 它组装超智能机器人。 C) 它已经完全停止工作了。
D) 它即将进行升级。

【答案】C (细节题) It has stopped working completely.

【定位】Well, it's the Grimsby plant again, I'm afraid. The robots on Line 3 have gone wrong. And the line is at a standstill.

唉，恐怕又是格里姆斯比工厂的事。三号线上的机器人出故障了，整条线停摆了。

【信号】故障+停摆的状态陈述。答案信号是男方对 Line 3 直接给出的状态描述：The robots on Line 3 have gone wrong 加上 the line is at a standstill——“出故障”+“停摆”连在一起，就是这道状态题的落点。听到对象词 Line 3 后紧跟的“坏了/停了”就该锁定。

【替换】the line is at a standstill ↔ It has stopped working completely.

at a standstill=完全停了

The robots on Line 3 have gone wrong ↔ It has stopped working completely.

gone wrong 佐证“停止运转”

【排除】A) 未提及

It is the most modern production line. 说 Line 3 是“最现代化的生产线”，但录音从头到尾只讲它坏了、停了，没有一句夸它先进。这是凭空添加的好评，与原文负面状态相反。

B) 原词陷阱

It assembles super-intelligent robots. 抓了全程热词 robots，让你听到 robots 就想选。但录音里 The robots on Line 3 是说“线上的机器人坏了”，机器人是“在线上干活的设备”，绝不是说这条线“组装机器人”——盗了热词却编了个生产内容。

借用原文：The robots on Line 3

D) 偷换概念

It is going to be upgraded soon. 把录音后面 About a week. (修理约需一周) 的“修复”偷换成“升级”。修坏了的线≠升级，而且时间指向的是“修复工期”，不是“即将升级”——动作和指向都被改了。

借用原文：About a week.

10. A) To seek her permission.

B) To place an order for robots.

C) To request her to return at once.

D) To ask for Tom's phone number.

【题目】What is the man's purpose in calling the woman?

【翻译】这位男士给这位女士打电话的目的是什么？

- A) 征求她的许可。 B) 订购机器人。 C) 请求她立刻回来。 D) 询问Tom的电话号码。

【答案】A (目的题) To seek her permission.

【定位】 Not yet, Helen. I thought I'd better get your OK first.

还没呢，海伦。我想我最好先得到你的同意。

【信号】 "I'd better...first"道出真实意图。答案信号是男方主动表态的句子 I thought I'd better get your OK first——"我得先取得你的同意"，这是他打电话的真实诉求。目的题的落点常是 I'd better... / I thought I'd... 这种"我打算/我最好"的意图句，听到就要抓。

【替换】 get your OK first ↔ To seek her permission.

get your OK=求许可

【排除】 B) 原词陷阱

To place an order for robots. 借了热词 robots，但录音里机器人是"坏掉要修"的设备 The robots on Line 3 have gone wrong，全程没人提"下订单买机器人"。盗了热词编了个不存在的目的。

借用原文：The robots on Line 3 have gone wrong

C) 与原文相反

To request her to return at once. 说目的是"让她立刻回来"，但录音里男方反倒是在结尾道歉 Sorry to spoil your day off，是体谅她在休息、没打算叫她回来。方向正好相反。

借用原文：Sorry to spoil your day off

D) 原词陷阱

To ask for Tom's phone number. 借了录音真出现的人名 Tom，让你一听到 Tom 就上钩。但 Get on the phone to Tom 是女方让男方"去给 Tom 打电话"，根本不是男方"向她要 Tom 的号码"——盗了人名却安了个相反的动作。

借用原文：Get on the phone to Tom

11. A) She is on duty.

B) She is having her day off.

C) She is on sick leave.

D) She is abroad on business.

【题目】 Where is the woman at the time of the conversation?

【翻译】 交谈时这位女士在哪里？

A) 她正在值班。 B) 她正在休假。 C) 她正在请病假。 D) 她正在国外出差。

【答案】 B (细节题) She is having her day off.

【定位】 Sorry to spoil your day off.

抱歉打扰了你的休息日。

【信号】 结尾道歉里点出"休息日"。答案信号是男方收尾的客套道歉 Sorry to spoil your day off——一句"抱歉占了你的休息日"顺带交代了女方此刻正在休假。处境/地点题的线索常藏在这种结尾道别的客套话里，不在对话正题中段。

【替换】 spoil your day off ↔ **She is having her day off.**

"占用你的休息日"=她在休假

【排除】 A) **与原文相反**

She is on duty. 说她"在值班/上班", 但男方明说 Sorry to spoil your day off\——是"占了她休息日", 恰恰证明她没上班。方向相反。

借用原文: Sorry to spoil your day off

C) **偷换概念**

She is on sick leave. 和正确项 She is having her day off. 都属"不在岗", 极易混。但录音说的是 day off\ (休息日), 不是"生病请假", 原文没有任何"生病"的信息。把"正常休假"偷换成"病假"。

借用原文: spoil your day off

D) **未提及**

She is abroad on business. 说她"出国出差", 但录音里只提到她在"休息日", 从没说她出差或在国外。属凭空添加的处境。

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

1 W: This is Kerry Burke from New York Daily News. I'm speaking to Delroy Simmonds, an unemployed Brooklyn man who missed a job interview Tuesday for the best of reasons: He was saving the life of a 9-month-old boy who was blown into the path of an oncoming subway train by a high wind.

W: 我是《纽约每日新闻》的Kerry Burke。我正在采访Delroy Simmonds, 一位布鲁克林的失业男子, 他周二错过了一场工作面试, 原因再好不过了: 他救了一名9个月大的男婴, 这个孩子被大风吹到了即将进站的地铁轨道上。

2 M: Everybody is making me out to be some sort of superhero. I'm just an ordinary person, and a father of two. Anybody in that situation would have done what I did.

M: 大家都把我当成什么超级英雄似的。我只是个普通人, 两个孩子的父亲。任何人在那种情况下都会做我做的事。

3 W: You were going to an interview when the incident occurred, right?

W: 事发时你正要去面试, 对吗?

4 M: Yes, I was on my way to apply for a maintenance position. I've been looking for a job for a year and more. I'm looking for something to support my family.

M: 对, 我当时正去应聘一个维修工的职位。我找工作已经一年多了。我想找份工作养家。

5 W: Tell us what happened at the station.

W: 跟我们说说车站发生了什么。

6 M: There was a strong wind. It had to be 30 to 40 miles an hour. There was a woman with four kids. One was in a pushchair. The wind blew the baby onto the tracks.

M: 当时风很大。肯定有每小时三四十英里。有个女人带着四个孩子。一个在婴儿车里。风把婴儿吹到了轨道上。

7 W: Witnesses said people were looking on in horror as the child's mother, identified by sources as Maria Zamara, stood frozen in shock. In the distance, people could see the train rounding a bend, headed into the station. I guess you were not aware of any of these, right?

W: 目击者说人们惊恐地看着，孩子的母亲，据消息来源确认是Maria Zamara，吓得呆住了。远处能看到火车转过弯道，朝车站驶来。我猜你当时没注意到这些，对吧？

8 M: No. I just jumped down and grabbed the baby. The train was coming around the corner as I lifted the baby from the tracks. I really wasn't thinking.

M: 没有。我就跳下去抱起了婴儿。我把婴儿从轨道上抱起来的时候火车正转过弯来。我当时真没多想。

9 W: What an amazing story! Thank you very much.

W: 真是个了不起的故事！非常感谢。

12. A) He saved a baby boy's life.

B) He wanted to be a superhero.

C) He prevented a train crash.

D) He was a witness to an accident.

【题目】 What did Kerry Burke from New York Daily News say about the man?

【翻译】 来自《纽约每日新闻》的Kerry Burke对这名男子有何评价？

A) 他救了一名男婴的生命。 B) 他想成为一名超级英雄。 C) 他阻止了一场火车事故。

D) 他是一起事故的目击者。

【答案】 A (细节题) He saved a baby boy's life.

【定位】 He was saving the life of a 9-month-old boy who was blown into the path of an oncoming subway train by a high wind.

他当时正在救一个九个月大的男婴的命——这孩子被一阵强风吹到了一列迎面驶来的地铁列车的行进轨道上。

【信号】 记者开场的定性句。答案信号是采访开场记者对当事人的直接定性：He was saving the life of a 9-month-old boy。访谈类对话里，记者开场对受访者的介绍句往往就是第一题的答案落点，听到“He was...ing”这种概括其事迹的句子就该锁定。

【替换】 He was saving the life of a 9-month-old boy ↔ He saved a baby boy's life.

救命同义、婴儿同指

【排除】 B) 原词陷阱

选项 He wanted to be a superhero. 借了原文里 some sort of superhero 这个扎眼的词。但原文是男子说"大家把我说成超级英雄，其实我只是普通人"，他是在否认而非"想当英雄"。听到 superhero 就选，正中圈套。

借用原文：Everybody is making me out to be some sort of superhero. I'm just an ordinary person

C) 偷换概念

选项 He prevented a train crash. 蹭了原文反复出现的 subway train、The train was coming around the corner 这些火车意象。但原文男子做的是把婴儿从轨道上抱起来救人，列车并未相撞、他也没"阻止一场撞车"。范围被偷换成了"避免列车事故"。

借用原文：I just jumped down and grabbed the baby. The train was coming around the corner as I lifted the baby from the tracks.

D) 与原文相反

选项 He was a witness to an accident. 用"事故"贴合整段场景，迷惑性在"听上去他确实在现场"。但原文里他是跳下站台抱起婴儿的施救者 I just jumped down and grabbed the baby，不是袖手旁观的 witness。把主动救人降级成被动目击，正话反说。

借用原文：I just jumped down and grabbed the baby.

13. A) He has a 9-month-old boy.

B) He is currently unemployed.

C) He enjoys the interview.

D) He commutes by subway.

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

【翻译】 从对话中我们对这名男子有何了解？

- A) 他有一个9个月大的男孩。 B) 他目前处于失业状态。 C) 他很享受这次采访。
D) 他乘地铁通勤。

【答案】 B (细节题) He is currently unemployed.

【定位】 I'm speaking to Delroy Simmonds, an unemployed Brooklyn man who missed a job interview Tuesday for the best of reasons.

我正在采访德尔罗伊·西蒙兹，一位住在布鲁克林、目前失业的男子，他周二为了一个最正当的理由错过了一场求职面试。

【信号】 记者介绍身份时的直接陈述。 答案信号是记者介绍受访者身份时的限定语 an unemployed Brooklyn man——把"失业"直接挂在他名字后面。听到对当事人身份的同位语描述 (an ... man who...) 时，里面往往就藏着背景题的答案。

【替换】 an unemployed Brooklyn man ↔ **He is currently unemployed.**
unemployed 原词、状态等值

【排除】 A) 张冠李戴

选项 He has a 9-month-old boy. 盗用了原文 a 9-month-old boy。但那是被风吹到轨道上、由他救起的别人家婴儿；他自己说的是 a father of two（两个孩子的父亲）。把"被救婴儿"安成"他的孩子"，是典型张冠李戴。

借用原文：I'm just an ordinary person, and a father of two.

C) 未提及

选项 He enjoys the interview. 蹭了原文两个 interview——求职面试 apply for a maintenance position 那场，以及当下这场采访。但通篇没有任何一句说男子"享受"这次采访，是凭 interview 一词无中生有。

借用原文：I was on my way to apply for a maintenance position.

D) 过度推断

选项 He commutes by subway. 借了反复出现的 subway train 这个地点意象，听上去顺理成章。但原文只说事故发生在地铁站，他当天是去面试 I was on my way to apply for a maintenance position，从未说他"日常坐地铁上下班"。由场景脑补出习惯，过度推断。

借用原文：blown into the path of an oncoming subway train

14. A) A rock on the tracks.

B) A misplaced pushchair.

C) A strong wind.

D) A speeding car.

【题目】 What caused the incident?

【翻译】 是什么导致了这起事件？

A) 轨道上的一块石头。 B) 一辆放错位置的婴儿车。 C) 一阵强风。

D) 一辆超速行驶的汽车。

【答案】 C (细节题) A strong wind.

【定位】 There was a strong wind. It had to be 30 to 40 miles an hour. The wind blew the baby onto the tracks.

当时刮着一阵强风，风速肯定有每小时三四十英里。是这阵风把婴儿吹到了轨道上。

【信号】 带触发动作的因果句。答案信号是那句带主动触发的描述 The wind blew the baby onto the tracks——"风把婴儿吹到轨道上"，主语 wind 就是肇因。听因果题时，专抓"某物 + 动作 + 导致的后果"这种主谓宾句，主语往往就是 caused 的答案。

【替换】 The wind blew the baby onto the tracks ↔ **A strong wind.**

肇因主语提取为名词短语

【排除】 A) 原词陷阱

选项 A rock on the tracks. 盗用了原文 The wind blew the baby onto the tracks 里的 tracks。轨道确实出现过——但上面是被吹去的婴儿，不是 rock，全文没提任何石头。借真地点拼了个假祸首。

借用原文：The wind blew the baby onto the tracks.

B) 原词陷阱

选项 A misplaced pushchair. 蹭了原文 One was in a pushchair 里的 pushchair。婴儿车是出现了，可起因是风把孩子吹走，不是"婴儿车放错位置"。"婴儿车"和"婴儿"近义最易让人手滑，正中原词陷阱。

借用原文：There was a woman with four kids. One was in a pushchair.

D) 未提及

选项 A speeding car. 靠"事故""轨道""列车"营造的车祸联想来骗人。但通篇肇事的是风和迎面而来的地铁列车，根本没有"超速汽车"。这是顺着事故场景无中生有。

借用原文：blown into the path of an oncoming subway train

15. A) She stood motionless in shock.

B) She cried bitterly.

C) She called the police at once.

D) She shouted for help.

【题目】 How did the mother react when the incident occurred?

【翻译】 事件发生时母亲有何反应？

A) 她震惊地一动不动地站着。 B) 她痛哭流涕。 C) 她立即报了警。 D) 她大声呼救。

【答案】 A (细节题) She stood motionless in shock.

【定位】 Witnesses said people were looking on in horror as the child's mother, identified by sources as Maria Zamara, stood frozen in shock.

目击者说，人们惊恐地看着，而那孩子的母亲——经消息来源确认名叫玛丽亚·萨马拉——惊呆得僵立不动。

【信号】 直接刻画母亲当下状态的描写句。 答案信号是记者转述目击者、直接描写母亲当时状态的 stood frozen in shock——"惊呆得僵立不动"。这种对人物当下神情动作的具体描写句，就是"反应"题的答案落点，听到 stood / frozen / shock 这类刻画词就锁。

【替换】 stood frozen in shock ↔ **She stood motionless in shock.**

frozen=motionless 同义改写

【排除】 B) 与原文相反

选项 She cried bitterly. 是常识里"母亲见孩子遇险会大哭"的想当然。但原文明确说她 stood frozen in shock——惊呆僵住，恰恰是"动不了、没出声"，与"痛哭"相反。靠常识脑补，落入与原文相反的坑。

借用原文：stood frozen in shock

C) 未提及

选项 She called the police at once. 是"出事第一反应该报警"的常识填空。原文母亲 stood frozen in shock 根本动弹不得，更没提任何报警动作。原文里查无此事。

D) 与原文相反

选项 She shouted for help. 蹭了原文 people were looking on in horror 的惊恐氛围。但原文里母亲是惊呆"无声僵立" stood frozen in shock，并没有"大声呼救"；况且就算有呼救，主体也不是僵住的她。把氛围安成她的动作，张冠李戴又反了原意。

借用原文：stood frozen in shock

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 There's one sound that gets a big reaction from kids on a hot day, the sound of an ice-cream truck.

在炎热的日子里，有一种声音能引起孩子们的强烈反应，那就是冰淇淋车的声音。

2 Maria McCartney has been in the mobile ice-cream business since 2005.

Maria McCartney 自2005年以来一直从事流动冰淇淋生意。

3 "When I was a little girl, I saw an ice-cream truck and knew I wanted to have one someday," McCartney said.

McCartney 说："当我还是个小女孩的时候，我看到了一辆冰淇淋车，就知道我有朝一日想拥有一辆。"

4 During the hot days of summer, Maria and her daughter drive an ice-cream truck through neighborhoods and parks in Billings.

在夏日炎炎的日子里，Maria 和她的女儿开着冰淇淋车穿梭于 Billings 的街区和公园。

5 It's not about making money for this former elementary school teacher. Rather, she wants to preserve the tradition of the neighborhood ice-cream truck.

对于这位前小学教师来说，这不是为了赚钱，而是她想保留街区冰淇淋车这一传统。

6 "Truly my favorite part is to see the kids jumping up and down and they just get so excited. It's great to build a memory for them too. There are not a lot of these ice-cream trucks around anymore. The

parents come out barefoot and screaming, ready to buy ice-cream; they remember when they were kids and they saw a truck," she said.

她说："我最喜欢的部分真的是看到孩子们上蹿下跳，他们是那么兴奋。为他们建立一段回忆也很棒。现在已经没有多少这样的冰淇淋车了。家长们光着脚跑出来，尖叫着，准备买冰淇淋；他们记得自己小时候看到冰淇淋车的情景。"

7 While the treats may be ice-cold, Maria has a warm heart for little faces. Her truck features a donation bucket for kids who don't have money for ice-cream.

虽然这些冷饮冰凉刺骨，但 Maria 对小脸蛋们却有一颗温暖的心。她的车上设有一个捐款桶，专为没钱买冰淇淋的孩子准备。

8 "When there are three kids and only two of them have money, I always make sure the third one gets something because I can't drive away and have that third one not have something," she said.

她说："当有三个孩子，但只有两个人有钱时，我总是确保第三个孩子也能得到点什么，因为我不能就这样开走，让第三个孩子什么都没有。"

16. A) She inherited her family ice-cream business in Billings.

B) She loved the ice-cream business more than teaching primary school.

C) She started an ice-cream business to finance her daughter's education.

D) She wanted to have an ice-cream truck when she was a little girl.

【题目】 What does the speaker say about Maria McCartney?

【翻译】 关于Maria McCartney,说话者说了什么?

- A) 她在Billings继承了家族的冰淇淋生意。 B) 她热爱冰淇淋生意胜过教小学。
C) 她创办了一家冰淇淋生意来资助女儿的教育。 D) 她小时候就想拥有一辆冰淇淋车。

【答案】 D (细节题) She wanted to have an ice-cream truck when she was a little girl.

【定位】 "When I was a little girl, I saw an ice-cream truck and knew I wanted to have one someday," McCartney said.

麦卡特尼说：当我还是个小女孩的时候，我看见一辆冰淇淋车，就知道有一天我想拥有一辆。

【信号】 说话人原话自述童年愿望。 这一句是主角第一人称引语，直接讲她从小的心愿 When I was a little girl, I saw an ice-cream truck and knew I wanted to have one someday, 人物题里这种我当年就...的自述往往就是答案落点。

【替换】 When I was a little girl, I saw an ice-cream truck and knew I wanted to have one someday ↔

She wanted to have an ice-cream truck when she was a little girl.

第一人称改成第三人称的同义转写

【排除】 A) 原词陷阱

选项盗用了原文的 ice-cream 与地名 Billings, 但原文只说她从小想要一辆车、2005 年起做这行, 从没说 she inherited her family ice-cream business, 继承家族生意原文未提。

借用原文: drive an ice-cream truck through neighborhoods and parks in Billings

B)

选项借用了原文的 elementary school teacher 这一职业信息 (她确实当过小学老师), 但原文从没把冰淇淋生意和教书拿来 do loved...more than 的比较, 这个比较是选项硬加的。

借用原文: this former elementary school teacher

C) 原词陷阱

选项盗用了原文反复出现的 daughter (Maria and her daughter) 和供读书的常识联想, 但原文只说女儿和她一起开车卖冰淇淋, 根本没说她办生意是为了 finance her daughter's education.

借用原文: Maria and her daughter drive an ice-cream truck through neighborhoods and parks in Billings

-
17. A) To preserve a tradition.
B) To amuse her daughter.
C) To help local education.
D) To make some extra money.

【题目】 Why does Maria go into the mobile ice-cream business?

【翻译】 Maria为什么从事流动冰淇淋生意?

- A) 为了保留一项传统。 B) 为了取悦她的女儿。 C) 为了帮助当地教育。
D) 为了赚些额外的钱。

【答案】 A (目的题) To preserve a tradition.

【定位】 It's not about making money for this former elementary school teacher. Rather, she wants to preserve the tradition of the neighborhood ice-cream truck.

对这位前小学老师来说, 这不是为了赚钱。相反, 她想保住街区冰淇淋车的这个传统。

【信号】 not...Rather 的先否定再亮真意。 这两句先用 It's not about making money 否定赚钱这个常识动机, 再用 Rather, she wants to preserve the tradition 亮出真动机, 转折词 Rather 后面才是答案。

【替换】 she wants to preserve the tradition of the neighborhood ice-cream truck ↔

To preserve a tradition.

原句概括成不定式短语

【排除】 D)

选项 To make some extra money. 盗用了原文的 making money, 但原文紧接着说 It's not about making money, 明确否定了赚钱这个动机, 选项与原文相反。

借用原文: It's not about making money for this former elementary school teacher

B)

选项盗用了原文出现的 daughter, 但原文说她要保住的是社区传统、是为所有孩子建回忆, 从没说入行是为了 amuse her daughter, 把动机安到女儿身上属张冠李戴。

借用原文: Maria and her daughter drive an ice-cream truck

C)

选项盗用了原文 elementary school teacher 引发的 education 联想, 但她当老师只是过去的职业, 入行动机是保住传统、不是 help local education, 把职业背景偷换成入行目的。

借用原文: this former elementary school teacher

-
18. A) To raise money for business expansion.
B) To make her truck attractive to children.
C) To allow poor kids to have ice-cream too.
D) To teach kids the value of mutual support.

【题目】 Why does Maria put a donation bucket in her truck?

【翻译】 Maria为什么在她的卡车里放一个捐款桶?

- A) 为了筹集资金扩展生意。 B) 为了让她的卡车对孩子们更有吸引力。
C) 为了让贫困的孩子也能吃到冰淇淋。 D) 为了教孩子们互相支持的价值。

【答案】 C (目的题) To allow poor kids to have ice-cream too.

【定位】 While the treats may be ice-cold, Maria has a warm heart for little faces. Her truck features a donation bucket for kids who don't have money for ice-cream.

虽然这些冷饮是冰凉的, 玛丽亚对孩子们却有一颗暖心。她的车上有一个捐款桶, 是为那些没钱买冰淇淋的孩子准备的。

【信号】 for 引出捐款桶的用途。 答案句直接用 a donation bucket for kids who don't have money for ice-cream, 介词 for 后面就点明这桶是给没钱的孩子用的, 目的题里这种 for sb. 结构往往直接说出用途。

【替换】 a donation bucket for kids who don't have money for ice-cream ↔

To allow poor kids to have ice-cream too.

没钱的孩子=poor kids 的同义概括

【排除】 A)

选项盗用了捐款桶的钱这一联想 (donation 容易让人想到 raise money), 但桶里的钱是用来请没钱的孩子吃冰淇淋的, 不是 raise money for business expansion, 原文压根没说扩张生意。

借用原文: a donation bucket for kids who don't have money for ice-cream

B)

选项借了原文反复出现的 kids/children 来显得合理, 但原文说桶是为没钱的孩子能吃上冰淇淋而设, 不是为了 make her truck attractive to children, 把善举曲解成营销手段属过度推断。

借用原文: Her truck features a donation bucket for kids who don't have money for ice-cream

D) 过度推断

选项把捐款桶拔高成 teach kids the value of mutual support, 但原文只说确保没钱的第三个孩子也有得吃 I always make sure the third one gets something, 是她不忍心, 没有说要教孩子互助这层意义。

借用原文: I always make sure the third one gets something because I can't drive away and have that third one not have something

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

1 We know we have to pay for what we get. If we buy food, we have to pay for it. If a doctor treats us, we know there will be a bill to pay. These are private bills. But there are also public bills to be paid. They are paid by the government. In turn we get the needed services. We pay for these services through taxes.

我们知道必须为所得之物付费。如果我们购买食物,就必须为此付款。如果医生为我们治病,我们知道会有账单要付。这些是私人账单。但也有公共账单需要支付。它们由政府支付。反过来我们获得所需的服务。我们通过税收为这些服务付费。

2 What would happen if everyone stopped paying taxes? The water supply would stop; the streets might not be cleaned; schools would be closed. We would not want to live in such a city. The chief duty of every government is to protect persons and property. More than three-fourths of government expenses are used for this purpose. The next largest amount of public money goes to teach and train our citizens. Billions of dollars each year are spent on schools and libraries. Also, a large amount of public funds is spent on roads.

如果每个人都停止纳税会发生什么?供水会停止;街道可能不会被清扫;学校会关闭。我们不会想生活在这样的城市里。每个政府的首要职责是保护人身和财产。超过四分之三政府支出用于此目的。公共资金的第二大用途是教育和培训我们的公民。每年数十亿美元花费在学校和图书馆上。此外,大量公共资金用于道路建设。

3 Most of the needed funds are raised by taxes. The law orders us to pay taxes. We have no choice in the matter.

所需资金的大部分通过税收筹集。法律要求我们纳税。在这件事上我们别无选择。

4 Years ago the government made money by selling public lands. But most of the best public lands have now been sold. There are still some public lands that contain oil, coal and other natural resources. They could be sold, but we want to save them for future years. So we all must pay our share for the services that make our lives comfortable.

多年前政府通过出售公共土地来赚钱。但现在大部分最好的公共土地已经出售。仍有一些含有石油、煤炭和其他自然资源的公共土地。它们可以出售,但我们想为未来保留它们。因此我们都必须为使我们生活舒适的服务支付我们应尽的份额。

19. A) The reasons for imposing taxes.
B) The various services money can buy.
C) The various burdens on ordinary citizens.
D) The function of money in the modern world.

【题目】 What does the speaker mainly talk about?

【翻译】 说话者主要谈论什么?

- A) 征税的原因。 B) 金钱可以购买的各种服务。 C) 普通公民承担的各种负担。
D) 金钱在现代世界中的功能。

【答案】 A (主旨题) The reasons for imposing taxes.

【定位】 We pay for these services through taxes.

我们通过税收来为这些服务买单。

【信号】 开头铺垫后落到「靠税收」的点题句。第一段从私人账单讲到公共账单，一路铺垫，最后一句 We pay for these services through taxes. 才把话题收到「税」上；这是篇章独白典型的「开头点题」信号，全段就是围绕它在讲税。

【替换】 We pay for these services through taxes. ↔ The reasons for imposing taxes.

全段「为获得服务而缴税」概括为「征税的原因」

【排除】 B) 原词陷阱

录音多次提到 services, B 便顺势说成 The various services money can buy., 但全段重点是「为获得服务要缴税（即征税原因）」, 不是罗列钱能买到哪些服务; 它借 services 这个原词把主题悄悄缩窄、偏题了。

借用原文: In turn we get the needed services.

C) 过度推断

The various burdens on ordinary citizens. 把税定性为「普通公民的种种负担」, 带明显负面色彩; 但录音通篇是中性甚至正面地解释税用于公共服务、让生活更舒适 (the services that make our lives comfortable), 并未说税是负担, 这是凭常识「交税=负担」想当然, 属过度推断。

D) 偷换概念

The function of money in the modern world. 谈「钱在现代世界的功能」, 范围比录音大得多; 录音只聚焦「税」这一件事, 并未泛论货币的功能。它用一个更大的概念来冒充主旨, 属以偏概全的反面——范围过宽。

-
20. A) Educating and training citizens.
B) Improving public transportation.
C) Protecting people's life and property.
D) Building hospitals and public libraries.

【题目】 What is most of the government money used for?

【翻译】 政府资金大部分用于什么?

- A) 教育和培训公民。 B) 改善公共交通。 C) 保护人们的生命和财产。
D) 建设医院和公共图书馆。

【答案】 C (细节题) Protecting people's life and property.

【定位】 The chief duty of every government is to protect persons and property. More than three-fourths of government expenses are used for this purpose.

每个政府的首要职责是保护人身和财产。政府四分之三以上的开支都用于这个目的。

【信号】 最高级 chief 加数量排序 three-fourths 双重锁定。 答案句连用两个信号: The chief duty of the chief (首要的) 和 More than three-fourths of government expenses 的「四分之三以上」, 明确指出保护人身财产是占比最大的开支; 后文教育、道路的开支都只是「其次」或「也有」, 不是最多。

【替换】 to protect persons and property ↔ **Protecting people's life and property.**

protect persons 换成 Protecting people's life, 同义改写

More than three-fourths of government expenses ↔ **Protecting people's life and property.**

「四分之三以上的开支」对应题干的 most

【排除】 A) 原词陷阱

录音确实说 The next largest amount of public money goes to teach and train our citizens., A 便照搬成 Educating and training citizens.; 但原文用 the next largest (其次大) 明确把它排在保护人身财产之后, 问的是 most, A 就不对了。听到「教育培训」就选, 正中圈套。

借用原文: The next largest amount of public money goes to teach and train our citizens.

B) 未提及

Improving public transportation. 在录音里找不到对应内容, 第二段只提到保护人身财产、教育培训、学校图书馆和道路 (roads), 并无「改善公共交通」之说。它靠和「道路」沾点边来诱选, 但 roads 指修路开支, 不是「改善公共交通」。

D) 原词陷阱

录音说 Billions of dollars each year are spent on schools and libraries., D 便把它说成 Building hospitals and public libraries.; 但一来这属于教育培训之下的开支、并非最多, 二来录音只提 libraries 没提 hospitals (医院是凭印象添的)。借 libraries 原词制造熟悉感, 实则既非「最多」又掺了未提及的医院。

借用原文: Billions of dollars each year are spent on schools and libraries.

-
21. A) By asking for donations.
B) By selling public lands.
C) By selling government bonds.
D) By exploiting natural resources.

【题目】 How did the government raise money to pay public bills in the past?

【翻译】 政府过去如何筹集资金支付公共账单?

- A) 通过请求捐赠。 B) 通过出售公共土地。 C) 通过出售政府债券。
D) 通过开发自然资源。

【答案】 B (细节题) By selling public lands.

【定位】 Years ago the government made money by selling public lands.

多年以前, 政府靠出售公有土地来筹钱。

【信号】 过去时间标志 Years ago 直接对应题干 in the past. Years ago the government made money by selling public lands. 用 Years ago 明确标出「过去」, 与题干 in the past 严丝合缝; 这句的过去时 made money by... 就是「过去靠什么筹钱」的直接应答, 是答案句。

【替换】 Years ago the government made money by selling public lands. ↔ By selling public lands.
made money by selling public lands 与选项几乎同形对应

【排除】 A) 未提及

By asking for donations.「靠募捐」在整段录音里没有任何对应，第四段只讲卖地与保留含资源的土地，没说政府靠募捐筹钱。它靠「也算一种筹钱办法」的常识感诱选，但文本无据。

C) 原词陷阱

By selling government bonds. 和答案 By selling public lands. 都以 selling 开头，极易混；但录音 selling public lands 卖的是「公有土地」，不是「政府债券」，原文根本没提 bonds。它盗用 selling 这个动作原词，偷偷把宾语换掉，骗听到「卖……」就选的人。

借用原文：the government made money by selling public lands

D) 与原文相反

录音第四段确实提到 There are still some public lands that contain oil, coal and other natural resources., D 便据此说成 By exploiting natural resources.; 但原文紧接着说这些含资源的土地 we want to save them for future years——是想留给未来、并未去开发。它既盗用 natural resources 原词，又把「将来想保留、没在做」错当成「过去筹钱的办法」，时态与事实双错。

借用原文：we want to save them for future years

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

1 Did you know that, besides larger places like France and Germany, Europe is home to several extremely tiny countries? One of these countries contains less than a square mile of land. Another is surrounded on all sides by Italy. Yet each is an independent land, with its own government, trade, and customs.

你知道吗,除了法国和德国这样的较大国家之外,欧洲还有几个极小的国家。其中一个国家的面积不到一平方英里,另一个则四面被意大利包围。然而每个国家都是独立的领土,拥有自己的政府、贸易和海关。

2 One of the best known of these small countries is Monaco. It is situated on the Mediterranean Sea and surrounded by France on three sides. Monaco became familiar to Americans when its ruler, Prince Rainier, married the American actress Grace Kelly. Rainier's family has ruled Monaco almost continuously since 1297. The land has been independent for over three hundred years.

这些小国中最著名的是摩纳哥。它位于地中海沿岸,三面被法国环绕。当摩纳哥的统治者雷尼尔亲王与美国女演员Grace Kelly结婚时,美国人开始熟悉这个国家。雷尼尔的家族自1297年以来几乎一直统治着摩纳哥。这片土地已经独立三百多年了。

3 Andorra, with an area of some 200 square miles, is considerably larger than Monaco. This country is located in the Pyrenees Mountains, with France on one side and Spain on the other. Potatoes and tobacco are grown in Andorra's steep mountain valleys. One of the products it exports is clothing. Andorra is also known for its excellent skiing locations.

安道尔面积约200平方英里,比摩纳哥大得多。这个国家位于比利牛斯山脉,一边是法国,另一边是西班牙。安道尔陡峭的山谷中种植着土豆和烟草。它出口的产品之一是服装。安道尔还以其优越的滑雪场地而闻名。

4 Within the Alps in Central Europe is Liechtenstein, a tiny country of about 30,000 people who speak mostly German. Liechtenstein uses the same money as its neighbor Switzerland, but it has been an independent country since the 1860s. Taxes are low, so many businesses have their headquarters here. The country makes and exports a lot of machinery. Other small, independent states in Europe are San Marino and Luxembourg. Each of these has unique qualities as well.

位于中欧阿尔卑斯山脉内的列支敦士登是一个约有三万人口的小国,人们主要讲德语。列支敦士登使用与邻国瑞士相同的货币,但自19世纪60年代以来一直是一个独立国家。由于税收较低,许多企业将总部设在这里。该国制造并出口大量机械。欧洲其他独立小国还有圣马力诺和卢森堡。这些国家各有独特之处。

22. A) It is located at the center of the European continent.
B) It relies on tourism as its chief source of revenues.
C) It contains less than a square mile of land.
D) It is surrounded by France on three sides.

【题目】 What does the speaker say about Monaco?

【翻译】 说话者关于摩纳哥说了什么?

- A) 它位于欧洲大陆的中心。 B) 它依靠旅游业作为主要收入来源。
C) 它的土地面积不到一平方英里。 D) 它三面被法国包围。

【答案】 D (细节题) It is surrounded by France on three sides.

【定位】 It is situated on the Mediterranean Sea and surrounded by France on three sides.

它坐落在地中海边,三面被法国环绕。

【信号】 选项关键词 **France / three sides** 在原文逐字命中。定位靠选项里最具体的双锚点——国名加方位: 听到 surrounded by France on three sides 与选项 It is surrounded by France on three sides. 几乎逐字吻合, 这句即答案句。

【替换】 surrounded by France on three sides ↔ **surrounded by France on three sides**

原文与选项逐字相同, 直接确认

【排除】 A) 与原文相反

原文说摩纳哥 situated on the Mediterranean Sea (在地中海边)，A 项 located at the center of the European continent 借了全篇的欧洲背景，却把位置改成「大陆中心」，与原文方位相反。

借用原文：situated on the Mediterranean Sea

B) 未提及

原文讲摩纳哥的整段 It is situated on the Mediterranean Sea and surrounded by France on three sides. 只字未提靠旅游做主要收入，B 项 relies on tourism as its chief source of revenues 属凭印象联想，原文无据。

C) 张冠李戴

It contains less than a square mile of land. 直接搬了第一段 One of these countries contains less than a square mile of land. 的原词，但那是泛指「这些小国之一」、并未指明就是摩纳哥，听到原词就选会落入张冠李戴。

借用原文：One of these countries contains less than a square mile of land.

23. A) Its beauty is frequently mentioned in American media.

B) Its ruler Prince Rainier married an American actress.

C) It is where many American movies are shot.

D) It is a favorite place Americans like to visit.

【题目】 Why did Monaco become familiar to Americans according to the speaker?

【翻译】 根据说话者所说,摩纳哥为什么为美国人所熟知?

A) 它的美景经常在美国媒体中被提及。

B) 它的统治者雷尼尔三世亲王娶了一位美国女演员。 c) 它是许多美国电影的拍摄地。

D) 它是美国人喜欢游览的地方。

【答案】 B (细节题) Its ruler Prince Rainier married an American actress.

【定位】 Monaco became familiar to Americans when its ruler, Prince Rainier, married the American actress Grace Kelly.

当摩纳哥的统治者雷尼尔亲王娶了美国女演员格蕾丝·凯利时，摩纳哥就为美国人所熟知了。

【信号】 时间状语 when 引出起因，是因果落点。 答案句靠触发词锁定——became familiar to Americans when 里的 when 把「为什么熟知」的原因引出，when 后面那件事就是答案所在。

【替换】 its ruler, Prince Rainier, married the American actress Grace Kelly ↔

Its ruler Prince Rainier married an American actress

把具名女演员概括为「一位美国女演员」，专名→泛指的概括替换

【排除】 A) 未提及

Its beauty is frequently mentioned in American media. 借了「为美国人熟知」的语境臆想出一个媒体频提的原因，但原文给的原因是婚姻，从未提 beauty 或 media。

C) 偷换概念

It is where many American movies are shot. 蹭了「美国女演员」带出的好莱坞联想，把原因偷换成「在此拍很多美国电影」，原文谈摩纳哥时未提拍电影。

D) 偷换概念

It is a favorite place Americans like to visit. 与题问的 become familiar 字面相近，但原文从未说美国人爱去旅游，且这是另一种「熟知」、并非原文给的起因。

24. A) Tobacco.

B) Potatoes.

C) Machinery.

D) Clothing.

【题目】 What is one of the products Andorra exports?

【翻译】 安道尔出口的产品之一是什么？

A) 烟草。 B) 马铃薯。 C) 机械。 D) 服装。

【答案】 D (细节题) Clothing.

【定位】 Potatoes and tobacco are grown in Andorra's steep mountain valleys. One of the products it exports is clothing.

安道尔陡峭的山谷里种植土豆和烟草。它出口的产品之一是衣物。

【信号】 动词对比 grown 与 exports 划清界线。 答案句靠动词对比锁定：原文先说 Potatoes and tobacco are grown (种植)，随即 One of the products it exports is clothing (出口) 转到出口物，题问 export，故落点在 clothing 这句。

【替换】 One of the products it exports is clothing ↔ **Clothing**

原文 clothing 与选项首字母大写形式同词，确认出口物

【排除】 A) 原词陷阱

Tobacco. 来自原文 Potatoes and tobacco are grown, 烟草是 grown (种植) 的物, 题问 exports, 听到原词就选即落入动词陷阱。

借用原文: Potatoes and tobacco are grown in Andorra's steep mountain valleys.

B) 原词陷阱

Potatoes. 取自 Potatoes and tobacco are grown, 与 tobacco 一样属种植项, 不满足题干的 exports。

借用原文: Potatoes and tobacco are grown in Andorra's steep mountain valleys.

C) 张冠李戴

Machinery. 来自第四段 The country makes and exports a lot of machinery., 那里讲的是列支敦士登而非安道尔, 属张冠李戴。

借用原文: The country makes and exports a lot of machinery.

-
25. A) European history.
B) European geography.
C) Small countries in Europe.
D) Tourist attractions in Europe.

【题目】 What does the speaker mainly talk about?

【翻译】 说话者主要谈论什么?

A) 欧洲历史。 B) 欧洲地理。 C) 欧洲的小国。 D) 欧洲的旅游景点。

【答案】 C (主旨题) Small countries in Europe.

【定位】 Did you know that, besides larger places like France and Germany, Europe is home to several extremely tiny countries?

你知道吗, 除了法国、德国这样较大的地方, 欧洲还有好几个极小的国家。

【信号】 开头点题句框定全篇对象「欧洲的几个极小国家」。主旨靠开头点题加全篇复现锁定: 首段 Europe is home to several extremely tiny countries 抛出主题, 随后各段逐个介绍摩纳哥、安道尔、列支敦士登等小国, 对象始终是「欧洲的小国」。

【替换】 Europe is home to several extremely tiny countries ↔ **Small countries in Europe**
extremely tiny countries 与 small countries 同义、范围对等

【排除】A) 原词陷阱

European history. 蹭了原文提到的 ruled Monaco almost continuously since 1297 等年份，但那只是介绍某国时的零星细节，全篇主题不是讲历史。

借用原文：Rainier's family has ruled Monaco almost continuously since 1297.

B) 过度推断

European geography. 借了全篇的欧洲背景，却把范围放大到整个欧洲地理，而原文只讲几个小国，范围过宽。

借用原文：Europe is home to several extremely tiny countries

D) 原词陷阱

Tourist attractions in Europe. 蹭了原文 Andorra is also known for its excellent skiing locations. 这类旅游点，但那只是介绍一国时的一笔，全篇还讲位置、统治者、物产，旅游不足以概括。

借用原文：Andorra is also known for its excellent skiing locations.

SENTENCE INSIGHTS • 句子精讲

10 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。

What did the Tunisian government do after the gunmen's attack?

第3题题干

特殊疑问句是四六级和考研真题中的常见句式，且疑问词作宾语的结构（what 提前）是典型考点。但本句结构过于简单，缺少从句、并列等复杂特征，代表性中等偏上。

One of the student inventors, Camila Rupcich, says the device changes the energy released from the plant into low-level power to charge phones.

第5段，第1句

宾语从句（尤其是 say 后省略 that 的宾语从句）、后置定语（过去分词短语）、不定式作目的状语，均为四六级和考研阅读中高频出现的句式；主句带同位语的结构也较常见。本句整体结构典型，掌握后可迁移到大量类似句子。

I'm speaking to Delroy Simmonds, an unemployed Brooklyn man who missed a job interview Tuesday for the best of reasons: He was saving the life of a 9-month-old boy who was blown into the path of an oncoming subway train by a high wind.

第1段，第2句

定语从句、同位语从句、进行时态、被动语态都是四六级和考研常考的典型结构。本句同时呈现了关系代词 who 在从句中作主语、同位语从句解释抽象名词、被动语态表示遭受的动作等多个高频考点，掌握本句结构后可以迁移到大量类似考题中

M: Everybody is making me out to be some sort of superhero.

第2段，第1句

涵盖主语、谓语、宾语、宾语补足语四种核心成分；短语动词 "make ... out to be" 的结构有一定迷惑性，宾语 "me" 插在短语动词中间，宾语补足语由 "to be" 引出，这些都是值得练习的易错点。

Anybody in that situation would have done what I did.

第2段，第3句

虚拟语气的 would have done 结构和 what 引导的宾语从句都是四六级和考研中的高频考点，这种主句虚拟加从句陈述的对比结构在考试阅读和写作中经常出现，掌握本句的结构模式可以迁移到大量类似句子的理解和构造中。

W: Witnesses said people were looking on in horror as the child's mother, identified by sources as Maria Zamara, stood frozen in shock.

第7段，第1句

句子成分丰富且层次清晰：主句包含主语、谓语、宾语（宾语从句）；宾语从句包含主语、谓语、方式状语、时间状语（状语从句）；状语从句包含主语、谓语（系动词）、表语、方式状语以及插入的非限制性后置定语。涵盖了宾语从句、状语从句、后置定语、系表结构等多种常见成分，适合练习成分划分和从句识别。

In turn we get the needed services.

第1段，第7句

主谓宾加状语是英语基本句型之一，在各类考试中常见，但本句过于简短，不涉及从句或复杂修饰，作为真题句式的代表性一般。

Did you know that, besides larger places like France and Germany, Europe is home to several extremely tiny countries?

第1段，第1句

"Did you know that..." 引导宾语从句是四六级和考研阅读中的高频句式，用于引出背景知识或陈述事实。宾语从句内插入状语进行对比说明也是常见写法。掌握这类结构后可在大量真题和实际阅读中复用，具有较高的典型性和实用价值。

Andorra, with an area of some 200 square miles, is considerably larger than Monaco.

第3段，第1句

主系表结构和形容词比较级 ("larger than") 是常考句式，插入性介词短语作定语也较为典型。但整体结构过于简单，缺少从句或更复杂的修饰层次，代表性中等。

Andorra is also known for its excellent skiing locations.

第3段，第5句

"主语 + be known for + 名词短语" 是描述人或地特点的常见句式，在四六级和考研阅读中经常出现，具有一定代表性；但作为简单句，不涉及从句或并列结构，典型性仅限于被动语态和固定搭配这一局部特征。

HIGH-FREQUENCY • 真题高频词

本卷出现的 147 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。

mobile

B1

adj. 可移动的

本卷9次 · 真题 28 句

attack

A2

v. 攻击

本卷7次 · 真题 55 句

tax

A2

n. 税

本卷6次 · 真题 49 句

would

A1

aux. (will 的过去式) 将要，会

本卷5次 · 真题 466 句

device B1

n. 设备

本卷5次·真题 60 句

border B1

n. 边界

本卷5次·真题 17 句

track A2

n. 小路

本卷4次·真题 33 句

less A1

det. 较少的

本卷3次·真题 224 句

system A2

n. 系统

本卷3次·真题 162 句

process B1

n. 过程

本卷3次·真题 108 句

security B1

n. 安全

本卷3次·真题 62 句

contain B1

v. 包含, 含有

本卷3次·真题 50 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷3次·真题 47 句

citizen B1

n. 公民

本卷3次·真题 19 句

incident B2

n. (尤指不寻常或令人不快的) 事件, 事情

本卷3次·真题 18 句

donation B2

n. 捐赠

本卷3次·真题 16 句

surround B1

v. 围绕

本卷3次·真题 11 句

export B1

v. 出口, 输出 (商品到国外)

本卷3次·真题 9 句

product A2

n. 产品

本卷2次·真题 128 句

million A2

num. 一百万

本卷2次·真题 119 句

support A2

v. 支持

本卷2次·真题 118 句

expert B1

n. 专家

本卷2次·真题 89 句

amount A2

n. 数量

本卷2次·真题 87 句

solve A2

v. 解决 (问题、困难)

本卷2次·真题 58 句

resource B1

n. 资源

本卷2次·真题 54 句

various B1

adj. 各种各样的

本卷2次·真题 52 句

source B1

n. 来源

本卷2次·真题 50 句

mainly B1

adv. 主要地

本卷2次·真题 45 句

charge B1

v. 收费

本卷2次·真题 42 句

fund B2

n. 资金

本卷2次·真题 40 句

occur B1

v. 发生, 出现

本卷2次·真题 36 句

engineering B1

n. 工程学

本卷2次·真题 33 句

release B1

v. 释放

本卷2次·真题 31 句

tradition B1

n. 传统

本卷2次·真题 31 句

chief B1

n. 首领

本卷2次·真题 29 句

production B1

n. 生产

本卷2次·真题 29 句

familiar B1

adj. 熟悉的

本卷2次·真题 28 句

ordinary B1

adj. 普通的

本卷2次·真题 21 句

locate B1

v. 找到;找出...的位置

本卷2次·真题 20 句

preserve B2

v. 保护

本卷2次·真题 20 句

property B1

n. 财产

本卷2次·真题 19 句

shock B1

n. 震惊

本卷2次·真题 17 句

neighborhood B1

n. 街区

本卷2次·真题 14 句

sunlight A2

n. 日光

本卷2次·真题 14 句

unemployed B1

adj. 失业的

本卷2次·真题 14 句

defense B1

n. 防御

本卷2次·真题 13 句

witness B2

n. 目击者

本卷2次·真题 13 句

superhero B1

n. 超级英雄 (拥有超能力的虚构人物)

本卷2次·真题 10 句

subway A2

n. 地铁

本卷2次·真题 8 句

accord C1

n. (国家、团体间的) 协议

本卷1次·真题 174 句

local A2

adj. 当地的

本卷1次·真题 150 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

better A1

adj. 更好的 (good 的比较级)

本卷1次 · 真题 139 句

quality A2

n. 质量

本卷1次 · 真题 100 句

base A2

n. 基础

本卷1次 · 真题 95 句

project A2

n. 项目

本卷1次 · 真题 90 句

case A2

n. 情况

本卷1次 · 真题 89 句

least A2

det. 最少的

本卷1次 · 真题 84 句

access B1

n. 进入

本卷1次 · 真题 83 句

concern B1

v. 涉及

本卷1次 · 真题 79 句

organization B1

n. 组织

本卷1次 · 真题 76 句

major B1

adj. 主要的

本卷1次 · 真题 73 句

event A2

n. 事件

本卷1次 · 真题 66 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

enable B1

v. 使能够

本卷1次 · 真题 58 句

claim B1

v. 声称

本卷1次 · 真题 56 句

seek B1

v. 寻找

本卷1次 · 真题 56 句

medium B1

adj. 中等的

本卷1次·真题 55 句

identify B1

v. 识别

本卷1次·真题 54 句

wrong A2

adj. 错误的

本卷1次·真题 54 句

extra A2

adj. 额外的

本卷1次·真题 48 句

official B1

adj. 官方的

本卷1次·真题 47 句

function B1

n. 功能

本卷1次·真题 46 句

curiosity B2

n. 好奇心

本卷1次·真题 44 句

billion B1

num. 十亿 (1,000,000,000)

本卷1次·真题 41 句

vehicle B1

n. 交通工具

本卷1次·真题 40 句

launch B1

v. 推出

本卷1次·真题 39 句

feature B1

n. 特征

本卷1次·真题 37 句

finally A2

adv. 终于, 最终

本卷1次·真题 36 句

rely B1

v. 依赖; 依靠

本卷1次·真题 36 句

mostly B1

adv. 主要地

本卷1次·真题 35 句

unique B2

adj. 独特的

本卷1次·真题 35 句

completely B1

adv. 完全地

本卷1次·真题 34 句

extremely B1

adv. 极其

本卷1次·真题 34 句

authority B2

n. 权力

本卷1次·真题 32 句

application B1

n. 申请

本卷1次·真题 30 句

aware A2

adj. 知道的

本卷1次·真题 30 句

electronic B1

adj. 电子的

本卷1次·真题 30 句

expense B1

n. 花费

本卷1次·真题 28 句

distance A2

n. 距离

本卷1次·真题 27 句

capture B1

v. 捕获

本卷1次·真题 26 句

fully B1

adv. 完全地

本卷1次·真题 26 句

increasing B1

adj. 越来越多的

本卷1次·真题 26 句

request B1

n. 请求

本卷1次·真题 26 句

responsible B1

adj. 负责的

本卷1次·真题 25 句

central B1

adj. 主要的

本卷1次·真题 24 句

former B1

adj. 以前的, 从前的

本卷1次·真题 24 句

target B1

n. 目标, 靶子

本卷1次·真题 24 句

currently B1

adv. 目前, 当前

本卷1次·真题 23 句

beauty B1

n. 美

本卷1次·真题 22 句

curious B1

adj. 好奇的

本卷1次·真题 22 句

location B1

n. 地点, 位置

本卷1次·真题 22 句

frequently B1

adv. 频繁地

本卷1次·真题 21 句

military B2

adj. 军事的

本卷1次·真题 20 句

amazing A2

adj. 令人惊奇的

本卷1次·真题 19 句

truly B1

adv. 真正地

本卷1次·真题 19 句

burden B2

n. 负担

本卷1次·真题 18 句

capacity B2

n. 容量

本卷1次·真题 18 句

tobacco B1

n. 烟草

本卷1次·真题 18 句

worried A2

adj. 担心的

本卷1次·真题 18 句

clothing A2

n. 衣服

本卷1次·真题 17 句

crash B1

v. (车辆) 猛撞, 碰撞

本卷1次·真题 17 句

emergency B1

n. 紧急情况, 突发事件

本卷1次·真题 17 句

helicopter B1

n. 直升机

本卷1次·真题 17 句

valley A2

n. 山谷

本卷1次·真题 17 句

absorb B2

v. 吸收 (液体、气体等)

本卷1次·真题 16 句

tourism B1

n. 旅游业

本卷1次·真题 16 句

attraction B1

n. 吸引力

本卷1次·真题 15 句

attractive B1

adj. 有吸引力的

本卷1次·真题 15 句

hunt B1

v. 搜寻

本卷1次·真题 14 句

urge B2

v. 敦促

本卷1次·真题 14 句

chemical B1

adj. 化学的

本卷1次·真题 13 句

frozen A2

adj. 冷冻的

本卷1次·真题 13 句

lifetime B1

n. 一生, 终生

本卷1次·真题 13 句

shoot A2

v. 射击

本卷1次·真题 13 句

bond B2

n. 纽带

本卷1次·真题 12 句

considerably B2

adv. 相当大地

本卷1次·真题 12 句

react B1

v. 作出反应

本卷1次·真题 12 句

revenue B2

n. (公司、组织的) 收入, 收益

本卷1次·真题 12 句

continent A2

n. 大陆

本卷1次·真题 11 句

finance B2

n. 财政

本卷1次·真题 11 句

folk B1

n. 人们

本卷1次·真题 11 句

interior B2

n. 内部

本卷1次·真题 11 句

minister B2

n. 部长

本卷1次·真题 11 句

ok A1

adj. 可以的

本卷1次·真题 11 句

qualified B2

adj. 有资格的

本卷1次·真题 11 句

reaction B1

n. 反应

本卷1次·真题 11 句

impose B2

v. 强制实行

本卷1次·真题 10 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本卷1次·真题 10 句

outlet B2

n. 商店

本卷1次·真题 10 句

convert B2

v. 转变

本卷1次·真题 9 句

educate B2

v. 教育

本卷1次·真题 9 句

violence B2

n. 暴力行为

本卷1次·真题 9 句

anymore A2

adv. (不) 再

本卷1次·真题 8 句

continuous B2

adj. 连续不断的

本卷1次·真题 8 句

grab B1

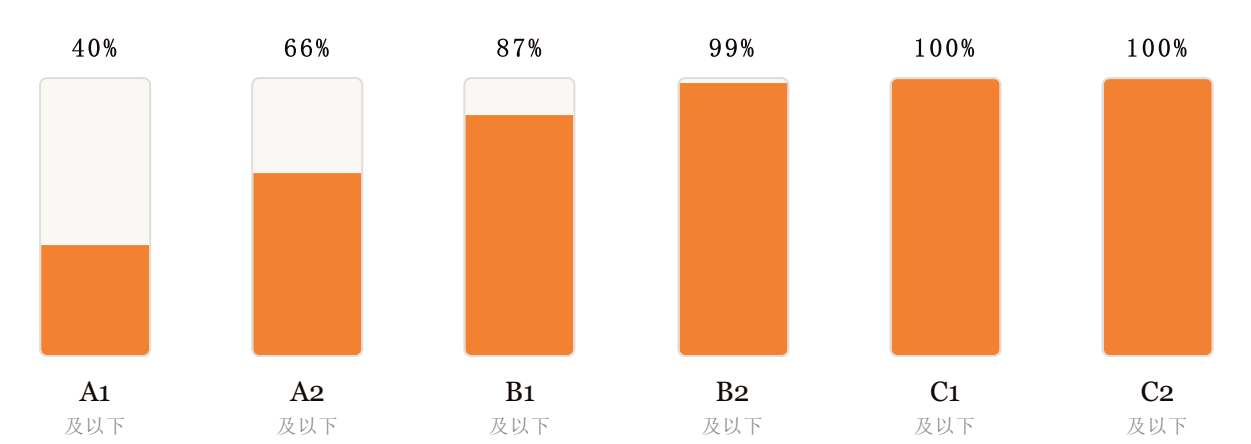
v. 抓住

本卷1次·真题 8 句

VOCABULARY · 词汇难度分布

全卷录音原文 566 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **566** 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 5 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 566 个 · 末柱为 100%

去重总词数

566

B2 以上难词

1%

B1 及以下覆盖

87%

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套 英语四级完形填空（选词填空）·26–35 题答案与解析

BLANKS & ANALYSIS • 选词填空题和解析

选词填空题和解析 · 26–35 题

本页 26–35 题的正确答案词与逐空解析由懒笔记按2016年12月·第2套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、3 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2016-12) • 四级

Part III Section A

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

Questions 26 to 35 are based on the following passage.

The ocean is heating up. That's the conclusion of a new study that finds that Earth's oceans now 26 heat at twice the rate they did 18 years ago. Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in Nature Climate Change.

海洋正在升温。这是一项新研究得出的结论,该研究发现地球海洋现在吸收热量的速度是18年前的两倍。研究人员在《自然·气候变化》上在线报告称,自1865年以来海洋吸收的热量中,约有一半是1997年以来吸收的。

Warming waters are known to 27 to coral bleaching(珊瑚白化) and they take up more space than cooler waters, raising sea 28 . While the top of the ocean is well studied, its depths are more difficult to 29 . The researchers gathered 150 years of ocean temperature data in order to get a better 30 of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century 31 of British naval ships to modern automated ocean probes. The extensive data sources, 32 with computer simulations(计算机模拟), created a timeline of ocean temperature changes, including cooling from volcanic outbreaks and warming from fossil fuel 33 .

众所周知,海水变暖会导致珊瑚白化,而且温度较高的海水比较冷的海水占据更多空间,从而导致海平面上升。虽然海洋表层研究得很充分,但其深处更难以探索。研究人员收集了150年的海洋温度数据,以便更好地了解从海面到海床的热量吸收情况。他们汇集了从19世纪英国海军舰船航行到现代自动化海洋探测器所收集的温度读数。这些广泛的数据来源与计算机模拟相结合,创建了海洋温度变化的时间线,包括火山爆发导致的降温和化石燃料排放导致的升温。

About 35 percent of the heat taken in by the oceans during the industrial era now resides at a 34 of more than 700 meters, the researchers found. They say they're 35 whether the deep-sea warming canceled out warming at the sea's surface.

研究人员发现,工业时代海洋吸收的热量中,约35%现在位于700米以上的深度。他们表示不确定深海变暖是否抵消了海洋表面的变暖。

- | | |
|---------------|----------------|
| A) absorb | I) heights |
| B) combined | J) indifferent |
| C) contribute | K) levels |
| D) depth | L) mixed |
| E) emissions | M) picture |
| F) excursion | N) unsure |
| G) explore | O) voyage |
| H) floor | |

26. Earth's oceans now (26) heat at twice the rate they did 18 years ago

【答案】 **A) absorb** (动词)

【词性槽】 主语后缺谓语, 要填动词原形

【依据】 '吸收热量'的固定搭配

absorb heat 是地道搭配, 意为'吸收热量'。代回去 Earth's oceans now (26) heat at twice the rate they did 18 years ago 即'海洋以两倍于 18 年前的速度吸收热量', 与全文主旨'海洋升温'完全自治。

【竞争词】 **C) contribute** 搭配不成立

contribute 要搭 to, 写成 contribute to heat 语义也不通; 它表示'促成、贡献', 不能直接带 heat 作宾语。

G) explore 语义不对

explore 是'勘探、探索', '海洋探索热量'不合常识, 与'海洋升温'主线无关。

27. Warming waters are known to (27) to coral bleaching

【答案】 **C) contribute** (动词)

【词性槽】 情态动词 to 后接动词原形

【依据】 **contribute to** 固定搭配——导致

contribute to 表'促成、导致'。代回 Warming waters are known to (27) to coral bleaching, '变暖的海水会导致珊瑚白化', 与全文'海洋升温的危害'相吻合。

【竞争词】 **G) explore** 及物动词不接 to

explore 是及物动词, 直接接宾语: explore the ocean。后接 to 不通; 且'海水探索珊瑚白化'语义反常。

28. they take up more space than cooler waters, raising sea __(28)___

【答案】 **K) levels** (名词)

【词性槽】 动词 raising 的宾语，要填名词（复数）

【依据】 **sea levels** 是固定术语‘海平面’

sea levels（海平面）是讨论气候变暖时的高频术语。代回 they take up more space than cooler waters, raising sea __(28)___, ‘海水占据更多空间，因而抬升海平面’，因果链清晰，与上文‘温水占的空间比冷水大’紧扣。

【竞争词】 I) heights 搭配错位

heights 也表‘高度’，但 sea heights 不是地道术语，谈海面升降时英语固定用 sea levels；heights 多用于山高、楼高、人的身高。

D) depth 语义反向

depth 是‘深度’，sea depth 不能被 raise（深度不能被抬升），逻辑反了。

F) excursion 完全无关

sea excursion 是‘海上短途游’，与‘温水占空间’毫无因果。

H) floor 语义反向

sea floor 是‘海底’，海底不能被 raise。

M) picture 搭配不成立

sea picture 不是术语，与本句因果断裂。

O) voyage 语义不通

sea voyage 是‘海上航行’，不能被 raise。

【易错】 最具迷惑性的错误词是 I) —— heights 形似但搭配错。在 raising sea __(28)___ 里，考生可能因 heights 也表‘高度’而误选。防坑：sea + levels 是固定术语‘海平面’，sea heights 不是英语习惯说法；只要养成‘看到 sea 必想 levels’的反射，就不会踩。

29. While the top of the ocean is well studied, its depths are more difficult to __(29)___

【答案】 **G) explore** (动词)

【词性槽】 to 后接动词原形

【依据】 ‘勘探深海’语义贴合

explore 表‘探索、勘探’。代回 its depths are more difficult to __(29)___, ‘海洋的深处更难探索’，与上文‘海洋表层研究得比较充分’形成对比。

30. in order to get a better __(30)__ of heat absorption from surface to seabed

【答案】 **M) picture** (名词)

【词性槽】 形容词 better 后修饰的名词宾语

【依据】 **get a better picture of** '更全面了解'

picture 在抽象义上指'图景、全貌', get a picture of sth 是地道搭配, 表'了解某事的全貌'。代回 get a better __(30)__ of heat absorption from surface to seabed, '获得对海洋从表层到海底吸热的更全面了解', 对应下一句研究者大规模采集数据这一动作。

【竞争词】 **F) excursion 语义不通**

a better excursion of heat absorption (一次更好的吸热短途旅行) 显然不通。

H) floor 搭配不通

a better floor of heat absorption 不成立。

I) heights 搭配/数不合

a + heights 形态不合 (heights 是复数)。且 a better heights of 不成立。

O) voyage 语义不通

a better voyage of heat absorption (吸热的航行) 不合逻辑。

31. temperature readings collected by everything from a 19th century __(31)__ of British naval ships to modern automated ocean probes

【答案】 **O) voyage** (名词)

【词性槽】 a 19th century 后修饰、of 前的名词

【依据】 '19 世纪英国海军舰队的航行'语境贴

voyage 表'航行、远洋航海', 常和 naval ships (海军舰艇) 搭配。代回 from a 19th century __(31)__ of British naval ships, '19 世纪英国海军舰队的航行(航次)', 恰好是研究者拿到的早期温度数据来源——historical naval voyage (历史海军航次) 是海洋学常见数据源。

【竞争词】 F) excursion 语义偏轻

excursion 指普通'短途游、远足', 多用于日常旅行, 不用于海军舰队的远洋航行; 和 naval ships 搭配偏轻。voyage 更专业更准确。

H) floor 搭配不通

a 19th century floor of British naval ships 不成立。

I) heights 数不合且语义不通

heights 是复数, 与 a 数不合; 且'高度'与'海军舰队'语义不沾。

【易错】 最具迷惑性的错误词是 F) —— excursion 偏离 naval 语体。在 from a 19th century __(31)__ of British naval ships 里, excursion 词义看着也沾'出行'。防坑: excursion 是日常'远足、短途游', 与 naval ships (海军舰艇) 的正式远洋语境严重不匹配; 远洋航行用 voyage。

32. The extensive data sources, __(32)__ with computer simulations

【答案】 **B) combined** (动词)

【词性槽】 名词后置定语, 要填过去分词

【依据】 combined with '与.....相结合'

combined with 表'与.....相结合', 常用于把两种数据/方法整合在一起。代回 The extensive data sources, __(32)__ with computer simulations, '广泛的数据来源与计算机模拟相结合', 正好引出后文'创建了温度变化时间线'。

【竞争词】 L) mixed 语体偏物理混合

mixed with 偏向物理或液体的'混合' (mix water with salt), 用于'数据 + 计算机模拟'这种抽象方法整合时不如 combined with 正式准确; 学术语境里强烈偏好 combined with。

33. cooling from volcanic outbreaks and warming from fossil fuel __ (33) __

【答案】 **E) emissions** (名词)

【词性槽】 名词修饰名词，要填复数可数名词

【依据】 **fossil fuel emissions** 固定搭配

fossil fuel emissions (化石燃料排放) 是讨论气候变暖的固定术语。代回 warming from fossil fuel __ (33) __, '化石燃料排放带来的升温'与全文'海洋升温'主旨完美对接。

【竞争词】 **F) excursion** 语义不沾边

excursion 是'短途旅行'，和 fossil fuel 完全搭不上，没有 fossil fuel excursion 这种说法。

H) floor 搭配不通

fossil fuel floor 不成立。floor 在本文是后文 sea floor (海底) 的备选，不是这里。

I) heights 语义不通

heights 表'高度'，'化石燃料高度'不合逻辑，且也不能引起 warming。

O) voyage 搭配不通

voyage 是'航行'，fossil fuel voyage 不成立，且不能解释'升温从哪儿来'。

34. About 35 percent of the heat taken in by the oceans during the industrial era now resides at a __ (34) __ of more than 700 meters

【答案】 **D) depth** (名词)

【词性槽】 介词 at + a + 名词，必填名词

【依据】 **at a depth of ...** '在.....深度处'

at a depth of 700 meters 是英语固定表达，意为'在 700 米深处'。代回 35 percent of the heat ... now resides at a __ (34) __ of more than 700 meters, '35% 的热量驻留在 700 米以下的深处'，与第二段'深海难探测'呼应。

【竞争词】 **H) floor** 搭配不通

at a floor of 不成立。floor 表'海底'时用 sea floor / ocean floor，单独用 floor + of 700 meters 不通。

F) excursion 语义不沾

excursion 是'短途旅行'，'在 700 米的短途旅行'与本句'热量驻留位置'无关。

M) picture 搭配不通

at a picture of 不是量度搭配，无法接 700 meters。

O) voyage 语义不通

voyage 是'航行'，'在 700 米的航行处'不合逻辑，且 a voyage of 700 meters 也不是地道说法。

35. They say they're __(35)__ whether the deep-sea warming canceled out warming at the sea's surface

【答案】 **N) unsure** 形容词

【词性槽】 be 动词后接表语形容词

【依据】 **be unsure whether** '尚不确定是否.....'

unsure 表'不确定的', be unsure whether 是固定搭配。代回 They say they're __(35)__ whether the deep-sea warming canceled out warming at the sea's surface, '研究者说他们尚不确定深海升温是否抵消了海面升温', 符合科研结论中常见的'尚不确定'口吻。

【竞争词】 J) indifferent 态度色彩不对

indifferent 表'漠不关心、无所谓', 研究者公开发表论文不可能对自己研究的核心问题'漠不关心', 态度色彩与科研语境严重冲突; 且 be indifferent 通常搭 to, 不搭 whether。

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) **absorb** 动词

吸收, 吸纳

用于第 26 空

B) **combined** 动词 形容词

结合的; combine 的过去式/过去分词, 常构成 combined with (与.....相结合)

用于第 32 空

C) **contribute** 动词

促成, 导致; 贡献 (常搭 contribute to)

用于第 27 空

D) **depth** 名词

深度, 深处

用于第 34 空

E) **emissions** 名词

排放物 (复数), 如 fossil fuel emissions 化石燃料排放

用于第 33 空

F) **excursion** 名词

短途旅行, 远足

干扰词 · 未选用

G) **explore** 动词

勘探, 探索

用于第 29 空

H) **floor** 名词

地板; 海底 (sea floor)

干扰词 · 未选用

I) **heights** 名词

高度 (复数)

干扰词 · 未选用

J) **indifferent** 形容词

漠不关心的, 冷漠的

干扰词 · 未选用

K) **levels** 名词 动词

水平, 水位 (复数名词); 使平整 (动词)

用于第 28 空

L) **mixed** 动词 形容词

混合的; mix 的过去式/过去分词

干扰词 · 未选用

M) **picture** 名词 动词

图景, 全貌; 想象 (动词)

用于第 30 空

N) **unsure** 形容词

不确定的, 没把握的

用于第 35 空

O) **voyage** 名词

航行, 航海

用于第 31 空

全文主旨

海洋升温正在加速

全文围绕一项新研究展开: 地球的海洋正在加速吸收热量, Earth's oceans now __(26)__ heat at twice the rate they did 18 years ago, 并且自 1865 年以来的海洋热量摄入中约有一半发生在 1997 年之后。文章接着讲了海洋升温的危害 (珊瑚白化、海平面上升)、研究团队如何整合 150 年的温度数据, 最后给出深海热量占比的发现。把握住这条主线, 所有空都围绕'海洋吸热—升温—影响—研究方法—结论'打转。

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。

F) **excursion** 最易抢第 31 空的 **voyage**

excursion 与正确答案 voyage 都含'外出/出行'之意, 在 from a 19th century __(31)__ of British naval ships 这种语境里看起来都能套。识破点: excursion 偏'短途游、远足', 不与 naval ships (海军舰艇) 搭配; 正式远洋航行用 voyage。语体不匹配是关键破绽。

H) **floor** 形似'海底'诱抢第 28 空

考生看到全文反复出现 sea / ocean / seabed, 容易把 floor 当成 sea floor 误填到第 28 空 raising sea __(28)__. 识破点: sea floor 是海底, 海底不能被 raise (抬升), 逻辑反了; 本句正解是 sea levels (海平面)。

I) **heights** 义近 levels 诱抢第 28 空

heights 与 levels 都译作'高度/水平', 最易抢 raising sea __(28)__. 识破点: 英语里固定术语是 sea levels (海平面), heights 不与 sea 搭配; 记死搭配比辨义稳。

J) **indifferent** 形似 unsure 诱抢第 35 空

indifferent 与 unsure 都是 be 后接表语的形容词, 词性对得上 they're __(35)__ whether ...。识破点: 研究者对自己研究的问题不可能'漠不关心', 且 indifferent 搭 to 不搭 whether, 搭配与态度色彩双重不合。

L) **mixed** 义近 combined 诱抢第 32 空

mixed with 与 combined with 都表'与.....结合', 在 The extensive data sources, __(32)__ with computer simulations 里看起来都能填。识破点: 学术语境下数据/方法/资源的整合用 combined with; mixed with 偏物理混合, 语体不对。

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。

That's the conclusion of a new study that finds that Earth's oceans now absorb heat at twice the rate they did 18 years ago.

第1段，第2句

这句结构典型、成分覆盖丰富，而时态又不过分复杂，适合作为结构分析训练材料。对想练层层往里拆句和比较省略识别的学习者，优先度较高。

Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in Nature Climate Change.

第1段，第3句

主语包含多层修饰（副词、介词短语、时间状语），适合练习在复杂名词短语中定位核心词；句中有两处 "since" 分别修饰不同对象（一个修饰名词、一个修饰谓语），是易混淆的对比点；成分种类覆盖主语、谓语、时间状语，有一定训练价值。

Warming waters are known to contribute to coral bleaching(珊瑚白化) and they take up more space than cooler waters, raising sea levels.

第2段，第1句

本句的并列结构、被动语态、比较从句、现在分词作状语等都是四六级和考研真题中的高频句式。尤其是 "be known to do" 和 "more...than" 结构，在科技类、环境类文章中反复出现，掌握后可大量复用。

About 35 percent of the heat taken in by the oceans during the industrial era now resides at a depth of more than 700 meters, the researchers found.

第3段，第1句

带复杂定语的简单句在四六级和考研阅读中极为常见，过去分词作后置定语是高频考点，插入语 "the researchers found" 也是学术文本的典型结构，掌握后可大量复用到科技类阅读理解中。

HIGH-FREQUENCY • 真题高频词

本篇出现的 22 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。

researcher B2

n. 研究人员

本篇3次·真题 239 句

warming B1

n. 变暖,加温

本篇3次·真题 20 句

data B1

n. 数据

本篇2次·真题 73 句

gather B1

v. 聚集, 集合

本篇2次·真题 22 句

depth B1

n. 深度

本篇2次·真题 12 句

online A2

adj. 在线的

本篇1次·真题 145 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 139 句

rate A2

n. 速度

本篇1次·真题 78 句

contribute B1

v. 捐献

本篇1次·真题 74 句

climate B1

n. 气候

本篇1次·真题 60 句

source B1

n. 来源

本篇1次·真题 50 句

explore B1

v. 探索

本篇1次·真题 40 句

reading A1

n. 阅读

本篇1次·真题 33 句

fuel B1

n. 燃料

本篇1次·真题 28 句

fossil B2

n. 化石

本篇1次·真题 24 句

combine B1

v. (使) 结合、组合

本篇1次·真题 23 句

intake B2

n. 摄入量

本篇1次 · 真题 21 句

emission B2

n. 排放物

本篇1次 · 真题 17 句

absorb B2

v. 吸收 (液体、气体等)

本篇1次 · 真题 16 句

era B2

n. 时代

本篇1次 · 真题 16 句

automated B2

adj. 自动化的

本篇1次 · 真题 11 句

industrial B2

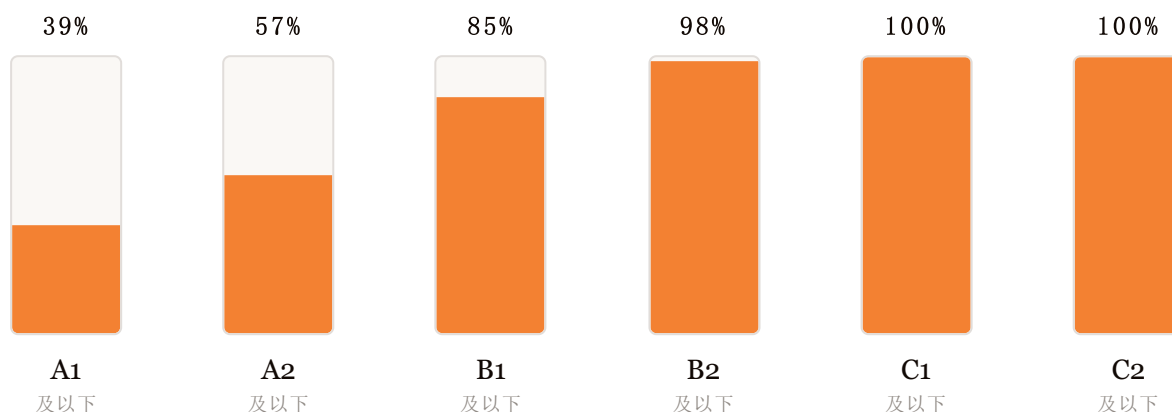
adj. 工业的

本篇1次 · 真题 10 句

VOCABULARY · 词汇难度分布

全文 87 词按 CEFR 难度累积覆盖

带空短文去重后共 **87** 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 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 87 个 · 末柱为 100%

去重总词数

87

B2 以上难词

2%

B1 及以下覆盖

85%

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2016年12月·第2套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 11 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(2016-12)·四级

Part III Section B

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

The Secret to Raising Smart Kids

A) I first began to investigate the basis of human motivation—and how people persevere after setbacks—as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.

我最初开始研究人类动机的基础——以及人们如何在遭遇挫折后坚持下去——是在20世纪60年代作为Yale University心理学研究生的时候。Pennsylvania大学心理学家进行的动物实验表明,在反复失败之后,大多数动物会得出结论,认为某种情况是无望的且超出它们的控制范围。在经历这样的体验之后,即使动物能够产生改变,它也往往保持被动——这种状态被他们称为习得性无助。

B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

人也可以习得无助。为什么有些学生在遇到困难时放弃,而其他技能并不更强的学生却继续努力学习?我很快发现,一个答案在于人们对自己为何失败的信念。

C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their

success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

特别是,将糟糕的表现归因于能力不足比归因于努力不足更会削弱动机。当我告诉一组表现出无助行为的学生,缺乏努力导致了他们在数学上的错误时,他们学会了在问题变难时继续尝试。另一组无助的儿童仅仅因为在较简单问题上的成功而获得奖励,他们解决数学难题的能力并没有提高。这些实验表明,关注努力可以帮助克服无助并产生成功。

- D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set(思维模式)." Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating(令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined(注定) for greater academic success and were quite likely to outperform their counterparts.

后来,我发展出一个更广泛的理论,说明区分两大类学习者——无助型与掌控型——的因素。我意识到这些不同类型的学生不仅对失败的解释不同,而且对智力持有不同的"理论"。无助型学生相信智力是一种固定的特质:你只拥有一定的量,就是那样。我称之为"固定型思维模式"。错误会削弱他们的自信,因为他们将错误归因于能力不足,而他们感到无力改变这一点。他们回避挑战,因为挑战使错误更有可能发生。另一方面,掌控型儿童认为智力不是固定的,可以通过教育和努力学习来发展。这样的儿童相信挑战是令人振奋的而不是令人生畏的;挑战提供了学习的机会。拥有这种成长型思维模式的学生注定会取得更大的学业成功,并且很可能超越他们的同龄人。

- E) We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

我们在一项研究中验证了这些预期,在该研究中,我和另外两位心理学家在学生过渡到初中的两年期间监测了373名学生,那时功课变得更难,评分更严格,以确定他们的思维模式如何影响他们的数学成绩。在七年级开始时,我们通过让学生同意或不同意诸如"你的智力是关于你的非常基本的东西,你无法真正改变它"这样的陈述来评估学生的思维模式。然后我们评估了他们关于学习其他方面的信念,并观察他们的成绩发生了什么变化。

- F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability.

They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.

正如预测的那样,拥有成长型思维模式的学生认为学习是比取得好成绩更重要的目标。此外,他们高度重视努力。他们明白即使是天才也必须努力工作。面对诸如令人失望的考试成绩这样的挫折,拥有成长型思维模式的学生说他们会更努力学习或尝试不同的策略。然而,持有固定型思维模式的学生关心的是看起来聪明,而不太重视学习。他们对努力持负面看法,认为必须努力工作是能力低的标志。他们认为有才能或智力的人不需要努力工作就能做得好。将糟糕的成绩归因于自己能力不足,那些持有固定型思维模式的学生说他们将来会学习得更少,尝试永远不再选修那门课程,并考虑在将来的考试中作弊。

- G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.

这种不同的观念对表现产生了巨大的影响。在初中开始时,拥有成长型思维模式的学生的数学成绩测试分数与表现出固定型思维模式的学生相当。但随着功课变得更难,拥有成长型思维模式的学生表现出更大的坚持性。结果,到第一学期结束时,他们的数学成绩超过了其他学生——并且在我们跟踪他们的两年期间,两组之间的差距持续扩大。

- H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

固定型思维模式也会阻碍工作场所的沟通和进步,并使人不鼓励或忽视建设性的批评和建议。研究表明,拥有固定型思维模式的管理者比拥有成长型思维模式的管理者更不可能寻求或欢迎来自员工的反馈。

- I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

我们如何向孩子传递成长型思维模式?一种方式是讲述通过努力工作取得成就的故事。例如,谈论或多或少天生如此的数学天才会使学生陷入固定型思维模式,但描述爱上数学并发展出惊人技能的伟大数学家则会产生成长型思维模式。

- J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain." They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of

instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

此外,家长和教师可以通过提供关于大脑作为学习机器的明确指导来帮助儿童。我为91名在初中第一年数学成绩下降的学生设计了一个八节课的研讨班。其中48名学生只接受学习技巧方面的指导,而其他学生参加了学习技巧课程与课堂的结合,在课堂上他们学习成长型思维模式以及如何将其应用于学业。在成长型思维模式课堂上,学生阅读并讨论了一篇题为"你可以让你的大脑成长"的文章。他们被教导大脑就像肌肉,使用得越多就越强壮,学习促使大脑生长新的连接。通过这样的指导,许多学生开始将自己视为大脑发展的推动者。尽管不知道有两种类型的指导,教师报告说,成长型思维模式研讨班中27%的儿童出现了显著的动机变化,而对照组中只有9%的学生出现了这种变化。

K) Research is converging(汇聚) on the conclusion that great accomplishment and even genius are typically the result of years of passion and dedication and not something that flows naturally from a gift.

研究正在汇聚到这样一个结论:伟大的成就甚至天才通常是多年激情和奉献的结果,而不是从天赋中自然流淌出来的东西。

陈述句与逐句解析

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

作者的实验表明,具有固定型思维模式的学生认为必须努力学习是能力低下的表现。

【答案】 **F** 段 (强锚点)

【锚点】 把努力当作低能力标志

【定位】 They had negative views of effort, believing that having to work hard was a sign of low ability.

他们对 effort 持负面看法, 认为 having to work hard was a sign of low ability.

【改写】 students with a fixed mind-set ↔ **The students who held a fixed mind-set**
主语句法转换

believe ↔ **believing that having to work hard was a sign of low ability**

动词与伴随结构互换

having to work hard is an indication of low ability ↔

having to work hard was a sign of low ability

名词同义替换

【辨邻】 **D** D 段谈的是固定型者 attribute errors to a lack of ability, 归因对象是 errors (错误), 不是题干里的 having to work hard (不得不努力); 陈述句问的恰恰是后者, 所以 D 段不是源头。

Mistakes crack their self-confidence because they attribute errors to a lack of ability

37. Focusing on effort is effective in helping children overcome frustration and achieve success.

关注努力能有效帮助儿童克服挫折并取得成功。

【答案】 C 段（强锚点）

【锚点】 聚焦努力克服挫折

【定位】 These experiments indicated that a focus on effort can help resolve helplessness and generate success.

这些实验表明，a focus on effort can help resolve helplessness and generate success.

【改写】 Focusing on effort ↔ a focus on effort

动名词与名词化互换

overcome frustration ↔ resolve helplessness

近义动词加近义名词

achieve success ↔ generate success

动词同义替换

【辨邻】 A A 段只讲 learned helplessness 是什么以及动物因此变得被动，没有把 effort（努力）与 overcome frustration（克服挫折）联系起来，缺了陈述句最关键的 聚焦努力这一半。

After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.

F F 段讲两类学生 held hard work in high regard 与 negative views of effort，是态度对比，并非陈述句的 聚焦努力到克服挫折到成功 这一作用链。

they held hard work in high regard

38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.

我们可以通过讲述强调刻苦努力和热爱学习的成功故事来培养儿童的成长型思维模式。

【答案】 I 段（强锚点）

【锚点】 用故事培养成长型思维

【定位】 One way is by telling stories about achievements that result from hard work.

一种方法是 telling stories about achievements that result from hard work，即讲那些靠努力取得成就的故事。

【改写】 cultivate a growth mind-set in children ↔ **transmit a growth mind-set to our children**

动词同义替换

telling success stories that emphasize hard work ↔

telling stories about achievements that result from hard work

近义词替换加同结构改写

love of learning ↔ **fell in love with math and developed amazing skills**

举例归纳

【辨邻】 J J 段的方法是 explicit instruction regarding the mind as a learning machine 这种讲解式教学，不是陈述句要求的 telling success stories；二者同属培养成长型思维的手段，但路径不同。

parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine

39. Students' belief about the cause of their failure explains their attitude toward setbacks.

学生对其失败原因的看法解释了他们对挫折的态度。

【答案】 B 段（强锚点）

【锚点】 对失败原因的信念决定面对挫折的态度

【定位】 One answer, I soon discovered, lay in people's beliefs about why they had failed.

我很快发现，一个答案就在于 people's beliefs about why they had failed，即人们对自己为何失败的看法。

【改写】 Students' belief about the cause of their failure ↔ **people's beliefs about why they had failed**

上下位加句法转换

explains their attitude toward setbacks ↔

Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn?

抽象与具体的因果对位

【辨邻】 C C 段讲 attributing poor performance to a lack of ability depresses motivation，是归因到动机的具体机制与实验，而陈述句问的是更高一层的信念解释态度这一总论；总论是 B 段，机制是 C 段。

attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame

40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.

在作者的实验中，具有成长型思维模式的学生在解决数学难题时表现出更强的坚持性。

【答案】 G 段（强锚点）

【锚点】成长型在难数学题上更坚持

【定位】But as the work became more difficult, the students with a growth mind-set showed greater persistence.

但随着 the work became more difficult, the students with a growth mind-set showed greater persistence。

【改写】students with a growth mind-set ↔ **the students with a growth mind-set**

主语逐字一致

showed greater perseverance ↔ **showed greater persistence**

动词原样加名词同义

in solving difficult math problems ↔ **as the work became more difficult**

状语形式不同但语义等值

【辨邻】**F** F 段说 students with a growth mind-set said they would study harder or try a different strategy, 关键词是 said (说) ——反映态度而非陈述句要求的 showed greater perseverance (表现出更强的坚持)。

students with a growth mind-set said they would study harder or try a different strategy

41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.

作者进行了一项实验以了解学生的思维模式对数学学习的影响。

【答案】**E** 段 (强锚点)

【锚点】做实验研究思维模式对数学的影响

【定位】We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades.

我们在一项研究中验证了这些预期——另外两位心理学家与我在 the transition to junior high school (升入初中这一过渡期) 追踪了 373 students for two years, 目的是判断 how their mind-sets might affect their math grades。

【改写】conducted an experiment ↔

a study in which two other psychologists and I monitored 373 students for two years

动名词与名词化

the influence of students' mind-sets on math learning ↔

how their mind-sets might affect their math grades

句式重构加同义词

【辨邻】 J J 段的目的是 designed an eight-session workshop for 91 students whose math grades were declining, 属于干预研究; 陈述句问的是 思维模式影响数学学习 的相关性研究, 目的不同。

I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high.

C C 段的 These experiments 研究的是 a focus on effort can help resolve helplessness, 主题是 无助归因; 陈述句的实验主题是 mind-sets 与 math learning 的关系, 主题不同。

These experiments indicated that a focus on effort can help resolve helplessness and generate success.

42. After failing again and again, most animals give up hope.

在一次又一次失败之后,大多数动物会放弃希望。

【答案】 A 段 (强锚点)

【锚点】 动物反复失败后放弃

【定位】 Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control.
psychologists at the University of Pennsylvania 所做的动物实验显示, after repeated failures, most animals conclude that a situation is hopeless and beyond their control.

【改写】 After failing again and again ↔ after repeated failures

口语化与名词化

most animals ↔ most animals

主语逐字一致

give up hope ↔ conclude that a situation is hopeless and beyond their control

动词短语与形容词化

43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.

向学生介绍大脑作为学习机器的知识是增强其学习动机的良好策略。

【答案】 J 段 (强锚点)

【锚点】 把大脑当学习机器来讲

【定位】 In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine.

此外, 父母与老师可以通过 providing explicit instruction regarding the mind as a learning machine (即明确讲解 大脑作为学习机器 的原理) 来帮助孩子。

【改写】 Informing students ↔ **providing explicit instruction**

动词短语同义

the brain as a learning machine ↔ **the mind as a learning machine**

近义名词与同构表达

enhance their motivation for learning ↔

teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group

抽象效果与实验数据对位

【辨邻】 I I 段的方法是 telling stories about achievements that result from hard work, 路径是 故事熏陶; 陈述句要求的是 the brain as a learning machine 的原理教学, 路径不同。

One way is by telling stories about achievements that result from hard work.

44. People with a fixed mind-set believe that one's intelligence is unchangeable.

具有固定型思维模式的人认为一个人的智力是不可改变的。

【答案】 D 段 (强锚点)

【锚点】 固定型认为智力不可变

【定位】 The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.

The helpless ones 相信 intelligence is a fixed characteristic: 你只有那么多智力, 就是那样了。

【改写】 People with a fixed mind-set ↔ **The helpless ones**

同段定义指代

one's intelligence is unchangeable ↔ **intelligence is a fixed characteristic**

近义形容词替换加解释句

【辨邻】 F F 段说 students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning——讲的是其行为偏好与对努力的态度, 是衍生的行为表现, 不是陈述句问的 智力可变性 这一核心信念。

The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning.

45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

在职场中,具有固定型思维模式的管理者可能不太欢迎反馈。

【答案】 H 段 (强锚点)

【锚点】 固定型管理者不欢迎反馈

【定位】 Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

研究显示, managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set, 即固定型思维的管理者比成长型思维的管理者更不倾向于寻求或欢迎员工反馈。

【改写】 In the workplace ↔ in the workplace

场景词逐字一致

managers with a fixed mind-set ↔ managers who have a fixed mind-set

句法转换

feedback may not be so welcome ↔

less likely to seek or welcome feedback from their employees

含蓄否定与比较等值

PARAGRAPH MAP • 段落主旨图

11 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 作者自述从耶鲁读心理学研究生起就开始研究人类动机与挫折后的坚持, 并引出宾大动物实验的关键发现: 反复失败后多数动物会认定情境不可控、即使能改变也保持被动, 这种状态被命名为 learned helplessness。

信息指纹 习得性无助实验

- B 把视角从动物切到人——人也会习得无助; 同样能力的学生为何 some students give up 而其他人继续努力? 作者给出第一条答案: 差别在于他们如何看待自己失败的原因。

信息指纹 人对失败的归因

- C 做实验比较两组无助儿童: 被告知错误源于努力不足的那组学会了在题目变难时继续尝试, 仅因做对简单题被奖励的那组没有进步; 结论是 a focus on effort can help resolve helplessness and generate success。

信息指纹 聚焦努力对抗无助

D 提出更宽的理论：无助型与精熟取向两类学习者持有不同的智力观——无助型相信智力固定（fixed mind-set），把错误归于能力不足并因此回避挑战；精熟取向相信智力可通过教育与努力增长（growth mind-set），把挑战视为学习机会。

信息指纹 两种思维模式的定义

E 通过追踪 373 students 在初中过渡期两年的研究，验证思维模式对数学成绩的影响——开学时评估其思维模式，再观察学习信念与成绩走向。

信息指纹 三百七十三名初中生两年追踪

F 实验结果一：成长型学生看重学习胜于分数、敬重努力、遇挫折会更努力或换策略；固定型学生在意显得聪明、轻视努力，认为 having to work hard was a sign of low ability，遇低分则准备减少投入、回避该科目甚至考虑作弊。

信息指纹 把努力当作低能力的标志

G 实验结果二：初中起点两类学生数学成绩相当，但 as the work became more difficult, the students with a growth mind-set showed greater persistence，第一学期末成绩反超，两年里差距持续扩大。

信息指纹 成绩反超与差距扩大

H 把场景从学校切到职场：固定型思维同样会阻碍沟通与进步——研究显示 managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set。

信息指纹 固定型管理者与反馈

I 如何把成长型思维传递给孩子？方法之一是 telling stories about achievements that result from hard work——把数学天才说成天生如此会塑造固定型思维，而讲大数学家 fell in love with math and developed amazing skills 的故事则能培养成长型思维。

信息指纹 讲努力成就的故事

J 另一条路径：直接给孩子讲解大脑作为学习装置的原理——为 91 students whose math grades were declining 设计了八节工作坊，对比仅学学习技巧的对照组，接受成长型思维加学习技巧训练的学生中老师报告 27% 出现显著动机变化，对照组仅 9%。

信息指纹 大脑是学习机器的工作坊

K

全文收尾：研究表明 great accomplishment and even genius are typically the result of years of passion and dedication and not something that flows naturally from a gift.

信息指纹 天才源于多年投入

SENTENCE INSIGHTS • 句子精讲

11 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。

Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn?

B段，第2句

本句体现了四六级和考研阅读中的高频句式：疑问句开头 + 并列对比结构 + 时间状语从句 + 限制性定语从句。尤其是 whereas 引导的对比并列、who 引导的定语从句修饰代词 others、以及不定式作宾语等，都是真题中反复出现的典型结构。掌握这个句式后，可以直接迁移到大量类似的对比论证句和因果探讨句。

I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence.

D段，第2句

“表示认知的动词加后接内容从句”以及“not only ... but also ...”都是常见、可迁移的句式。掌握这句的拆法后，能迁移到大量阅读和考试句子。

The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work.

D段，第7句

主句加宾语从句的结构在四六级和考研真题中高频出现，think 后接省略 that 的宾语从句是标准句式。宾语从句内部的并列谓语（系表结构与情态被动结构并列）也是常见模式。该句型具有较强的可迁移性，掌握后可应用于大量同类句子。

We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades.

E段，第1句

本句结构高度典型:主句加限制性定语从句、非限制性定语从句补充信息、目的状语加宾语从句,是学术写作和考试阅读中极为常见的复杂句式。"介词 + 关系代词"引导定语从句、非限制性定语从句补充背景、不定式表目的、疑问词引导宾语从句,这些都是四六级和考研阅读的高频句式,掌握后可大量复用。

In addition, they held hard work in high regard.

F段，第2句

覆盖主谓宾和两种状语（递进状语、方式状语），成分种类有一定丰富度。"in high regard"作为固定搭配充当方式状语,可供练习介词短语作状语的识别。但整体成分配置较常规，无特别易错的陷阱或值得深挖的复杂点。

As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.

G段，第4句

并列主句 + 嵌套定语从句的结构在四六级和考研阅读中非常常见,尤其是用 "and" 连接两个递进关系的主句来陈述实验或调查结果,是学术类文本的典型句式。定语从句修饰时间名词且省略关系词也是高频现象。本句的结构模式可大量迁移到类似的结果陈述句型中,代表性较强

For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

I段，第3句

but 连接的转折并列句、主句中嵌套定语从句、动名词短语作主语、介词短语作后置定语等结构,都是四六级和考研阅读中的高频句式。句子整体呈现出典型的学术或说明文风格,掌握后可迁移到大量类似长句的理解中,代表性强。

In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine.

J段，第1句

覆盖主语（含并列）、情态动词谓语、宾语、连接性状语、方式状语（含动名词短语和介词短语嵌套），成分类型较丰富；但主干过于直白，缺少易混淆的定语从句、宾语从句、形式主语等高频考点，练习价值中等。

I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high.

J段，第2句

主句加限制性定语从句的结构在四六级和考研阅读中高频出现，whose引导定语从句表示所属关系是考试常见考点。过去进行时在叙述背景或持续状态时常用。本句结构具有较强的代表性和复用价值。

Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork.

J段，第3句

对比状语从句（whereas）+ 定语从句修饰宾语 + 间接疑问作宾语从句，是四六级和考研阅读中的高频句式组合，掌握后可大量复用于理解科研、教育类长难句

After failing again and again, most animals give up hope.

第42题题干

本句是“状语 + 主语 + 谓语 + 宾语”的简单句，这种状语前置的结构在真题中常见，但本句过于简单，没有体现真题中常考的从句嵌套、复杂修饰等特征，代表性有限。

HIGH-FREQUENCY · 真题高频词

本篇出现的 113 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。

growth B1

n. 增长

本篇13次 · 真题 77 句

fixed B1

adj. 固定的

本篇10次 · 真题 21 句

learning A1

n. 学习

本篇9次 · 真题 120 句

intelligence B2

n. 智力

本篇6次 · 真题 48 句

lack B1

v. 缺少

本篇5次 · 真题 115 句

less A1

det. 较少的

本篇4次 · 真题 224 句

belief B1

n. 相信

本篇4次 · 真题 41 句

author A2

n. 作者

本篇3次 · 真题 244 句

likely A2

adj. 很可能的

本篇3次 · 真题 224 句

challenge B1

n. 挑战

本篇3次 · 真题 80 句

failure B1

n. 失败

本篇3次 · 真题 41 句

motivation B2

n. 动力

本篇3次 · 真题 19 句

attribute B2

n. 属性

本篇3次 · 真题 15 句

setback B2

n. 挫折

本篇3次 · 真题 15 句

genius B2

n. 天才

本篇3次 · 真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 466 句

focus B1

n. 重点

本篇2次 · 真题 107 句

type A2

n. 类型

本篇2次 · 真题 97 句

performance B1

n. 表演

本篇2次 · 真题 66 句

solve A2

v. 解决 (问题、困难)

本篇2次 · 真题 58 句

strategy B2

n. 策略

本篇2次 · 真题 53 句

workplace B1

n. 工作场所

本篇2次 · 真题 48 句

display B1

v. 展示

本篇2次 · 真题 38 句

achievement B1

n. 成就

本篇2次 · 真题 33 句

theory B1

n. 理论

本篇2次 · 真题 31 句

psychologist B2

n. 心理学家

本篇2次 · 真题 30 句

addition A2

n. 增加

本篇2次 · 真题 25 句

feedback B1

n. 反馈

本篇2次 · 真题 19 句

assess B2

v. 评估

本篇2次 · 真题 14 句

whereas B2

sc. 然而

本篇2次 · 真题 13 句

employee A2

n. 雇员, 员工

本篇1次 · 真题 194 句

effect A2

n. 影响

本篇1次 · 真题 156 句

design B1

n. 设计

本篇1次 · 真题 132 句

affect B1

v. 影响

本篇1次 · 真题 113 句

impact B2

n. 影响

本篇1次 · 真题 98 句

behavior B1

n. 行为

本篇1次 · 真题 92 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

amount A2

n. 数量

本篇1次 · 真题 87 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

sign A1

n. 标志

本篇1次 · 真题 78 句

decline B2

v. 下降

本篇1次 · 真题 73 句

later A1

adv. 以后, later

本篇1次 · 真题 70 句

academic B2

adj. 学术的

本篇1次 · 真题 69 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 63 句

connection B1

n. 联系

本篇1次 · 真题 61 句

apply A2

v. 申请

本篇1次 · 真题 58 句

negative B1

adj. 否定的

本篇1次 · 真题 57 句

reward B1

n. 报酬

本篇1次·真题 56 句

seek B1

v. 寻找

本篇1次·真题 56 句

determine B2

v. 决定

本篇1次·真题 51 句

realize B1

v. 意识到, 认识到

本篇1次·真题 50 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 43 句

despite B1

prep. 尽管

本篇1次·真题 40 句

talent B1

n. 天赋

本篇1次·真题 39 句

enhance B2

v. 提高

本篇1次·真题 37 句

particular B2

adj. 特定的

本篇1次·真题 37 句

conclude B2

v. 断定;推断出

本篇1次·真题 36 句

significant B2

adj. 重要的

本篇1次·真题 36 句

indicate B2

v. 表明

本篇1次·真题 35 句

expectation B2

n. 期待;预期

本篇1次·真题 34 句

graduate B1

n. 毕业生

本篇1次·真题 34 句

muscle A2

n. 肌肉

本篇1次·真题 34 句

instance

B2

n. 例子

本篇1次·真题 33 句

agent

B2

n. 代理人

本篇1次·真题 32 句

cultivate

B2

v. 培养, 发展 (技能、态度、关系等)

本篇1次·真题 31 句

characteristic

B2

n. 特征

本篇1次·真题 30 句

gap

B1

n. 间隙

本篇1次·真题 28 句

ignore

B1

v. 忽视;不理睬

本篇1次·真题 26 句

beginning

A1

n. 开始

本篇1次·真题 25 句

concerned

B1

adj. 担心的

本篇1次·真题 23 句

aspect

B2

n. 方面

本篇1次·真题 22 句

criticism

B2

n. 批评

本篇1次·真题 22 句

typically

B1

adv. 通常, 一般

本篇1次·真题 22 句

basis

B2

n. 基础;根据

本篇1次·真题 21 句

investigate

B2

v. 调查

本篇1次·真题 21 句

tough

B1

adj. 困难的

本篇1次·真题 20 句

amazing

A2

adj. 令人惊奇的

本篇1次·真题 19 句

generate

B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题 19 句

hinder B2

v. 阻碍, 妨碍

本篇1次·真题 19 句

error A2

n. 错误

本篇1次·真题 18 句

counterpart C1

n. 对应的人或物

本篇1次·真题 17 句

differently A2

adv. 不同地

本篇1次·真题 17 句

strive B2

v. 努力, 奋斗, 力求

本篇1次·真题 17 句

passion B2

n. 强烈的情感

本篇1次·真题 16 句

accomplishment B2

n. 成就

本篇1次·真题 15 句

combination B1

n. 结合

本篇1次·真题 15 句

emphasize B2

v. 强调

本篇1次·真题 15 句

learner A2

n. 学习者

本篇1次·真题 15 句

regarding B2

prep. 关于

本篇1次·真题 15 句

statement B1

n. 声明

本篇1次·真题 15 句

blame B1

v. 责备

本篇1次·真题 14 句

encounter B2

v. 遇到

本篇1次·真题 14 句

naturally B1

adv. 自然地

本篇1次·真题 14 句

broad B1

adj. 宽阔的

本篇1次·真题 13 句

session B1

n. 会议;会期

本篇1次·真题 13 句

dramatic B2

adj. 巨大的

本篇1次·真题 12 句

flow B1

v. 流动

本篇1次·真题 12 句

overcome B2

v. 克服

本篇1次·真题 12 句

prompt B2

v. 促使

本篇1次·真题 12 句

semester B1

n. 学期 (尤指大学的半学年)

本篇1次·真题 12 句

skilled B1

adj. 熟练的

本篇1次·真题 12 句

description B1

n. 描述

本篇1次·真题 11 句

discourage B2

v. 使泄气

本篇1次·真题 11 句

psychology B2

n. 心理学

本篇1次·真题 11 句

resolve B2

v. 解决 (问题、困难)

本篇1次·真题 11 句

transition B2

n. 过渡

本篇1次·真题 11 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本篇1次·真题 10 句

passive B2

adj. 被动的

本篇1次·真题 10 句

crack B1

v. 破裂

本篇1次·真题 8 句

frustration B2

n. 挫败感

本篇1次·真题 8 句

unaware

B2

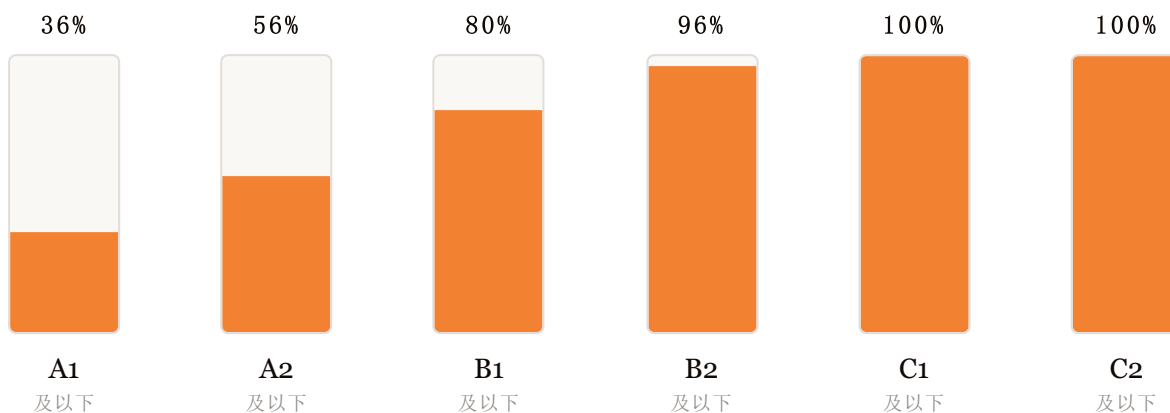
adj. 未察觉的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 341 词按 CEFR 难度累积覆盖

全文去重后共 **341** 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 12 个 · 约 4%。



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 341 个 · 末柱为 100%

去重总词数

341

B2 以上难词

4%

B1 及以下覆盖

80%

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套 英语四级阅读理解（四选一） 第1篇·46-50 题 答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2016年12月·第2套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 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(2016-12) · 四级

Part III Section C (1)

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

Passage One

Questions 46 to 50 are based on the following passage.

P1 "Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation."

经济学家亚当·斯密曾写道："糖、酒精和烟草是在任何地方都不属于生活必需品的商品，它们已成为几乎普遍消费的对象，因此是极受欢迎的征税对象。"

P2 Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

两个半世纪过去了，大多数国家对酒精和烟草征收某种形式的税。随着肥胖水平激增给公共卫生系统带来日益增加的压力，世界各国政府已开始考虑对糖征税。

P3 Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

这类税收是否有效是一个有争议的问题。对墨西哥税收的初步审查发现，被征税饮料的购买量下降，而未征税和更健康饮料的销售量上升。相比之下，丹麦对高脂肪食品征收的税在实施一年后被取消，原因是有人声

称消费者通过越境到德国来规避该税,以满足他们对更便宜、更高脂肪食品的需求。

P4 The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

总体而言,食品行业一直坚决反对这种政府直接行动。尽管如此,对腰围的重新关注意味着行业团体面临压力,需要证明其产品既健康又美味。

P5 Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages.

在过去三十年里,该行业已做出一些努力来改善其产品的质量。例如,一些饮料制造商已减少其饮料中的糖含量。

P6 Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste.

过去30年中的许多减量是通过减少产品中糖、盐或脂肪的含量,或通过寻找替代成分来实现的。然而,最近一些公司一直在向一项更雄心勃勃的事业投资:学习如何调整其销售食品的基本构成。例如,在外部放盐但内部不放盐,可以在不改变味道的情況下减少盐含量。

P7 While reformulating recipes(配方) is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with obesity, a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed. There is no silver bullet.

虽然改良配方是改善公共健康的一种方式,但它应该是多方面方法的一部分。关键是要记住没有单一的解决方案。要应对肥胖问题,需要采用多种方法的组合,包括改良配方、征税和调整分量。没有灵丹妙药。

题目与逐题解析

46. What did Adam Smith say about sugar, alcohol and tobacco?

- A) They were profitable to manufacture.
- B) They were in ever-increasing demand.
- C) They were subject to taxation almost everywhere.
- D) They were no longer considered necessities of life.

Adam Smith 对糖、酒精和烟草有何论述?

- A) 它们的制造利润丰厚。 B) 它们的需求量不断增长。 C) 它们几乎在所有地方都要征税。
- D) 它们不再被视为生活必需品。

【答案】 C (细节题)

【判型】 What did Adam Smith say about sugar, alcohol and tobacco? 直接问某人说了什么,是对一句具体话的客观回报。

【拆句】 What did Adam Smith say about sugar, alcohol and tobacco? 是规整的特殊疑问句，骨架就是 "Adam Smith said something about A, B and C"，没有从句、没有否定，直白发问，无陷阱。

【定位】 "Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation."

经济学家亚当·斯密曾写道："糖、酒和烟草是这样的商品——它们在哪里都算不上生活必需品，却几乎成了人人消费的对象，因此是极受欢迎的征税对象。"

【选项】 A) **无中生有**

They were profitable to manufacture. 说"生产起来很赚钱"，但 P1 全句只谈消费普遍性与征税，从未涉及厂家利润。

B) **偷换概念**

They were in ever-increasing demand. 用 ever-increasing (不断增加的) 描述需求，但原文 objects of almost universal consumption 只说"几乎人人消费"，是状态，不是趋势。

C) **✓ 正确**

extremely popular subjects of taxation ↔ **They were subject to taxation almost everywhere.** 预判要的"被广泛征税"语义被 They were subject to taxation almost everywhere. 原样接住，与定位句双重对应 (普遍消费+普遍征税)，直接锁定。

D) **偷换概念**

They were no longer considered necessities of life. 中 no longer 表示"以前是、现在不再是"，但 are nowhere necessities of life 说的是"哪儿都不算"，是恒定状态。

47. Why have many countries started to consider taxing sugar?

A) They are under growing pressure to balance their national budgets.

B) They find it ever harder to cope with sugar-induced health problems.

C) The practice of taxing alcohol and tobacco has proved both popular and profitable.

D) The sugar industry is overtaking alcohol and tobacco business in generating profits.

为什么许多国家开始考虑对糖征税？

A) 它们面临着越来越大的平衡国家预算的压力。 B) 它们发现越来越难以应对糖引发的健康问题。

C) 对酒精和烟草征税的做法已被证明既受欢迎又有利可图。

D) 糖业在创造利润方面正在超越酒精和烟草行业。

【答案】 B (细节题)

【判型】 Why have many countries started to consider taxing sugar? 用 Why 问原因，原文必有显式的因果交代。

【拆句】 Why have many countries started to consider taxing sugar? 是 Why 引导的现在完成时疑问句，have started to consider 表示"开始考虑"，taxing 是动名词作 consider 的宾语，结构平铺直叙，无陷阱。

【定位】 With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

随着肥胖率激增给公共卫生系统带来越来越大的压力，世界各国政府已经开始考虑也对糖征税。

【选项】 A) **无中生有**

They are under growing pressure to balance their national budgets. 说政府要平衡国家预算，但 P2 谈的是公共卫生压力，与财政赤字无关。

B) **✓ 正确**

surging obesity levels putting increasing strain on public health systems ↔

They find it ever harder to cope with sugar-induced health problems.

预判要的"卫生压力越来越大"被 They find it ever harder to cope with sugar-induced health problems. 用"越来越难应付"接住，因果方向、程度副词 increasing↔ever harder 完全对得上。

C) **答非所问**

The practice of taxing alcohol and tobacco has proved both popular and profitable. 把第 1 段对烟酒征税的形容 (popular) 当成各国"现在对糖征税"的理由，但 taxing sugar as well 用 as well 表示"也"，给出的真正原因在 With 状语里。

D) **无中生有**

The sugar industry is overtaking alcohol and tobacco business in generating profits. 说糖业利润正超过烟酒业，原文从未做这种行业比较。

48. What do we learn about Danish taxation on fat-rich foods?

- A) It did not work out as well as was expected.
- B) It gave rise to a lot of problems on the border.
- C) It could not succeed without German cooperation.
- D) It met with firm opposition from the food industry.

关于丹麦对高脂肪食品征税,我们了解到什么?

- A) 它的效果不如预期。 B) 它在边境引发了很多问题。 C) 没有德国的合作它无法成功。
- D) 它遭到了食品行业的坚决反对。

【答案】 A (细节题)

【判型】 What do we learn about Danish taxation on fat-rich foods? 问关于某事我们了解到什么，要的就是原文对它的客观陈述。

【拆句】 What do we learn about Danish taxation on fat-rich foods? 是 What 引导的疑问句，learn about 是固定搭配"了解、得知"，无从句、无否定、无陷阱。

【定位】 By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

相比之下，丹麦对高脂食品征收的税在推出一年后就被废止了，其间有说法称消费者为了买更便宜、脂肪含量更高的食物纷纷越境去德国。

【选项】 A) ✓ 正确

was abandoned a year after its introduction ↔ **It did not work out as well as was expected.**
一项税被推出仅一年即废止，且原因是被消费者绕开，这就是"未如预期"，It did not work out as well as was expected. 是对该事实的等价评价。

B) 偷换概念

It gave rise to a lot of problems on the border. 说"在边境引发大量问题"，但 crossing the border to Germany 只是消费者绕开此税的方式，不是政策制造了边境问题。

C) 过度推断

It could not succeed without German cooperation. 说"没有德国合作就不会成功"，原文只是说消费者跑去德国，从未说必须由德国合作才能成。

D) 张冠李戴

It met with firm opposition from the food industry. 说"遭到食品业的强烈反对"，但 P3 给出的废止原因是消费者跨境购物；食品业反对的说法在 P4 是对"政府直接行动"的总体态度，不是丹麦税被废的具体原因。

49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?

- A) Replacing sugar or salt with alternative ingredients.
- B) Setting a limit on the amount of sugar or salt in their products.
- C) Investing in research to find ways to adapt to consumers' needs.
- D) Adjusting the physical composition of their products.

食品公司为使食品和饮料既健康又美味而做出的最新努力是什么？

- A) 用替代成分取代糖或盐。
- B) 对其产品中的糖或盐含量设定限制。
- C) 投资研究以找到适应消费者需求的方法。
- D) 调整其产品的物理成分。

【答案】 D (细节题)

【判型】 What is the more recent effort by food companies to make foods and drinks both healthy and tasty? 直接问"哪项更近的努力是什么"，要的就是原文相应那句话的内容。

【拆句】 What is the more recent effort by food companies to make foods and drinks both healthy and tasty? 是 What is 句式，主干 What is the effort, by food companies 是后置定语限定 effort, to make...tasty 是不定式作目的状语，结构略长但层层修饰指向同一个 effort，无陷阱。

【定位】 More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell.

然而最近，有一些公司正投入资金做一项更宏大的事：学习如何调整其所售食品的基本构造。

【选项】 A) 偷换概念

Replacing sugar or salt with alternative ingredients. 说"用替代原料替换糖盐"——这正是 Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. 描述的"过去 30 年的老办法"，不是"更近期"的努力。

B) 偷换概念

Setting a limit on the amount of sugar or salt in their products. 说"对糖/盐含量设定上限"，原文 reducing the amount of sugar, salt or fat 说的是"减量"，是企业自主减，而非设定 limit。

C) 偷换概念

Investing in research to find ways to adapt to consumers' needs. 把投资方向写成"研究如何适应消费者需求"，但 investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up 明示投资方向是调整食品的基本构造，不是迎合消费者需求。

D) ✓ 正确

learning how to adjust the fundamental make-up of the food they sell ↔

Adjusting the physical composition of their products.

having salt on the outside, but none on the inside, reduces the salt content without changing the taste

↔ **Adjusting the physical composition of their products.**

预判要的"调整食品基本构造"被 Adjusting the physical composition of their products. 用 physical composition 接住，是"基本构成"的标准学术化表达。

50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 3-4, Para. 7)?

- A) There is no single easy quick solution to the problem.
- B) There is no hope of success without public cooperation.
- C) There is no hurry in finding ways to solve the obesity problem.
- D) There is no effective way to reduce people's sugar consumption.

作者在文章结尾说 "There is no silver bullet" 是什么意思？

- A) 没有单一简单快速的解决方案。 B) 没有公众合作就没有成功的希望。
- C) 不必急于寻找解决肥胖问题的方法。 D) 没有有效方法减少人们的糖摄入量。

【答案】 A (词义句意题)

【判型】 What does the author mean by saying... 是经典句意题题干，问作者说这句话的真实含义。

【拆句】 What does the author mean by saying, at the end of the passage, There is no silver bullet (Line 3-4, Para. 7)? 主干是 What does the author mean, by saying...是方式状语，at the end of the passage 是插入语，引号内是被解释的对象，结构较长但目的明确——只问引号那句的含义。

【定位】 To deal with obesity, a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed. There is no silver bullet.

要解决肥胖问题，需要采用多种方法相结合——包括重新配方、征税、调整食品份量。没有什么银弹（一招制胜的灵丹妙药）。

【选项】 A) ✓ 正确

a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed

↔ There is no single easy quick solution to the problem.

There is no silver bullet ↔ There is no single easy quick solution to the problem.

比喻句的字面含义被前句"需要多种方法"直接说穿，恰好对应 There is no single easy quick solution to the problem. 的"没有单一速效解"，没有别的选项能同时接住这两点。

B) 无中生有

There is no hope of success without public cooperation. 引入"公众合作"概念，但 P7 列举的是 reformulation、taxation、adjusting portion sizes 这些手段层面的措施，从未谈到公众是否配合。

C) 与原文相反

There is no hurry in finding ways to solve the obesity problem. 说"找解决肥胖的办法不必着急"，与作者强调"需要多方面共同发力"的紧迫态度相反，且 surging obesity levels putting increasing strain 明示问题紧迫。

D) 与原文相反

There is no effective way to reduce people's sugar consumption. 说"没有任何有效办法"，但作者明确给出了 reformulation、taxation 等 effective 手段的组合，并未否认任何手段的有效性。

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

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

"Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation."

第1段，第1句

直接引语加插入语的结构在四六级和考研阅读中频繁出现，并列定语从句修饰同一先行词也是典型考点。句子展示了如何用多个定语从句层层铺陈论证，这种逻辑展开方式在学术和议论类文章中极为常见，学习价值高且可迁移性强

Whether such taxes work is a matter of debate.

第3段，第1句

「Whether + 从句作主语」的结构在四六级和考研阅读中高频出现，是名词性从句的经典考点，掌握后可迁移到大量类似句式，如 "Whether he will come is uncertain" 等，具有很强的代表性。

By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

第3段，第3句

本句成分丰富：主句包含主语、谓语、时间状语、方式状语，同位语从句包含主语、谓语、宾语、方式状语、目的状语，且主语带有后置定语。同位语从句本身是一个值得练习的知识点，容易与定语从句混淆。此外，被动语态、进行时、非谓语动词（动名词crossing、不定式to satisfy）等多个语法点集中出现，训练价值较高。

Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

第4段，第2句

本句主干识别难度适中，嵌套层次明显但不过分复杂，时态简单不构成障碍，同时涵盖多种重要成分和高频句式，是一个成分划分和结构分析的优质训练句。对于基础较弱的学习者，既有一定挑战性又不至于过难，且学习后可迁移性强，值得优先练习。

For example, some drink manufacturers have cut the amount of sugar in their beverages.

第5段，第2句

简单句主谓宾结构加介词短语定语的组合在四六级阅读中常见,现在完成时的使用也是高频考点,句式具有一定代表性,学生掌握后可应用于类似句子,但缺乏从句等更复杂的典型结构。

It did not work out as well as was expected.

第48题，A

本句覆盖了主句的主谓结构、比较状语从句、被动语态、承前省略等多个成分和结构现象；特别是 "as ... as ..." 比较结构中第二个 as 引导从句的用法，以及从句中的主语省略，是值得练习的易错点

It gave rise to a lot of problems on the border.

第48题，B

本句为简单的主谓宾结构加后置定语，是英语基础句式，常见于各类文本。"give rise to" 是固定搭配，在学术和新闻语境中较常出现，具有一定代表性。但简单句本身在四六级和考研真题中占比不高，复杂句型（含从句、并列、倒装等）更为典型。因此本句作为常见基础句式具有中等典型性，但不是考试重点句型。

It could not succeed without German cooperation.

第48题，C

情态动词加否定形式的简单句在考试阅读中较为常见，尤其是用于表达条件、限制或推测的句子。条件状语 "without..." 的结构也是典型的表达方式。掌握后可应用于类似句式的理解，具有一定迁移性。

There is no hope of success without public cooperation.

第50题，B

There be 句型在四六级和考研阅读中频繁出现，且本句展示了 "名词 + 介词短语作后置定语" 的常见修饰模式，句式结构具有较高的代表性和可迁移性，掌握后可应用于大量类似句子的分析。

HIGH-FREQUENCY • 真题高频词

本篇出现的 64 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。

tax

A2

n. 税

本篇7次 · 真题 49 句

tobacco

B1

n. 烟草

本篇5次 · 真题 18 句

product

A2

n. 产品

本篇4次 · 真题 128 句

reduce

B1

v. 减少，降低（数量、大小、程度等）

本篇3次 · 真题 118 句

amount

A2

n. 数量

本篇3次 · 真题 87 句

obesity

B2

n. 肥胖（症）

本篇3次 · 真题 57 句

adjust

B2

v. 调整

本篇3次 · 真题 18 句

consumer

B1

n. 消费者

本篇2次 · 真题 84 句

pressure

B1

n. 心理压力

本篇2次 · 真题 63 句

approach

B1

v. 靠近，接近（在空间或时间上）

本篇2次 · 真题 50 句

consumption

B2

n. 消费

本篇2次 · 真题 44 句

solution

B1

n. 解决办法

本篇2次 · 真题 38 句

invest

B2

v. 投资（金钱、时间等以期获得回报）

本篇2次 · 真题 22 句

alternative

B2

n. 可供选择的事物

本篇2次 · 真题 19 句

ingredient B1

n. (烹饪) 食材, 原料

本篇2次 · 真题 18 句

border B1

n. 边界

本篇2次 · 真题 17 句

profitable B2

adj. 盈利的, 有利可图的

本篇2次 · 真题 10 句

tasty A2

adj. 美味的, 可口的

本篇2次 · 真题 9 句

author A2

n. 作者

本篇1次 · 真题 244 句

system A2

n. 系统

本篇1次 · 真题 162 句

focus B1

n. 重点

本篇1次 · 真题 107 句

quality A2

n. 质量

本篇1次 · 真题 100 句

decade B1

n. 十年

本篇1次 · 真题 99 句

physical B1

adj. 身体的

本篇1次 · 真题 98 句

effective B1

adj. 有效的, 起作用的

本篇1次 · 真题 63 句

solve A2

v. 解决 (问题、困难)

本篇1次 · 真题 58 句

claim B1

v. 声称

本篇1次 · 真题 56 句

balance B1

n. 平衡

本篇1次 · 真题 55 句

desire B2

n. 愿望

本篇1次 · 真题 52 句

demand B1

v. 坚决要求

本篇1次 · 真题 50 句

debate

B2

n. 辩论

本篇1次 · 真题 48 句

recently

A2

adv. 最近

本篇1次 · 真题 48 句

replace

A2

v. 替换, 更换 (用新的代替旧的)

本篇1次 · 真题 47 句

budget

B1

n. 预算

本篇1次 · 真题 45 句

limit

B1

n. 限度

本篇1次 · 真题 45 句

firm

B1

adj. 坚固的

本篇1次 · 真题 43 句

adapt

B2

v. 适应, 适合 (新环境、新情况)

本篇1次 · 真题 42 句

purchase

B1

v. 购买

本篇1次 · 真题 39 句

extremely

B1

adv. 极其

本篇1次 · 真题 34 句

manufacturer

B2

n. 制造商

本篇1次 · 真题 34 句

growing

A2

adj. 增长的

本篇1次 · 真题 29 句

increasing

B1

adj. 越来越多的

本篇1次 · 真题 26 句

content

B1

n. 内容

本篇1次 · 真题 25 句

economist

B2

n. 经济学家

本篇1次 · 真题 24 句

contrast

B2

n. 对比

本篇1次 · 真题 22 句

cope

B2

v. 应对

本篇1次 · 真题 21 句

ambitious B2

adj. 有雄心的

本篇1次·真题 20 句

portion B1

n. 部分

本篇1次·真题 20 句

profit B1

n. 利润, 盈利

本篇1次·真题 20 句

generate B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题 19 句

abandon B2

v. 离弃

本篇1次·真题 16 句

demonstrate B2

v. 证明

本篇1次·真题 16 句

therefore B1

adv. 因此, 所以

本篇1次·真题 16 句

reduction B2

n. 减少

本篇1次·真题 15 句

oppose B2

v. 反对

本篇1次·真题 13 句

recipe A2

n. 烹饪食谱

本篇1次·真题 12 句

beverage B2

n. 饮料

本篇1次·真题 11 句

strain B2

n. 压力

本篇1次·真题 11 句

fundamental B2

adj. 基本的

本篇1次·真题 10 句

impose B2

v. 强制实行

本篇1次·真题 10 句

necessity B2

n. 必需品

本篇1次·真题 10 句

universal B2

adj. 普遍的

本篇1次·真题 10 句

fare

B1

n. 车费

本篇1次 · 真题 9 句

manufacture

B2

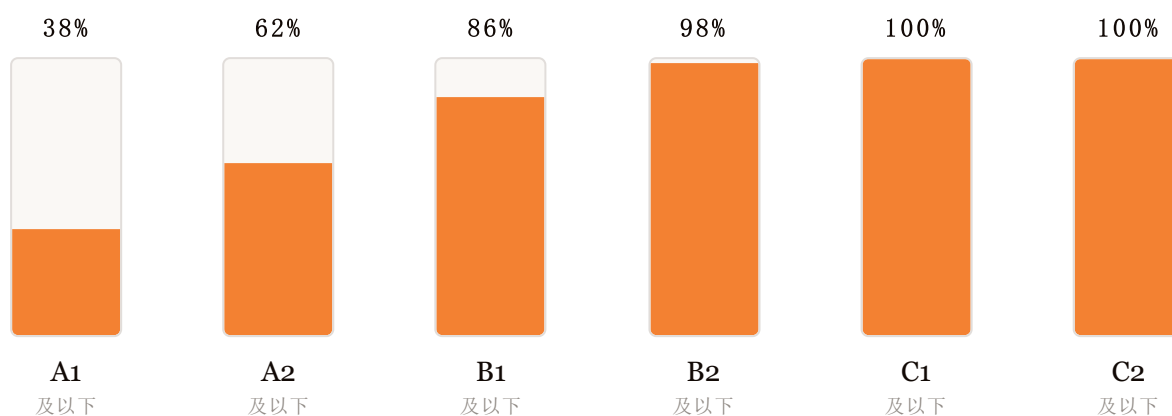
v. (大规模) 制造, 生产

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 **213** 词按 CEFR 难度累积覆盖

全文去重后共 **213** 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 5 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 213 个 · 末柱为 100%

去重总词数

213

B2 以上难词

2%

B1 及以下覆盖

86%

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套 英语四级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2016年12月·第2套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 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(2016-12) • 四级

Part III Section C (2)

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

Passage Two

Questions 51 to 55 are based on the following passage.

P1 You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

你可能听说过时尚行业的一些恐怖故事：模特吃纸巾或棉球来抵挡饥饿，模特在走下T台几秒后因饥饿引发的心脏病发作而晕倒。

P2 Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

过度消瘦的模特几十年来一直是争议焦点，两位研究人员表示，模特的体重应该是工作场所健康与安全问题。在周一发表于《美国公共卫生杂志》的一篇社论中，Katherine Record和Bryn Austin阐述了政府监管时尚行业的理由。

P3 The average international runway model has a body mass index (BMI) under 16—low enough to indicate starvation by the World Health Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

国际T台模特的平均身体质量指数(BMI)低于16——按照世界卫生组织的标准，这一数值低到足以表明处于饥饿状态。Record和Austin担心的不仅是模特本身，还有她们的形象所影响的大量女孩和女性。

P4 "Especially girls and teens," says Record. "Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines." That's especially worrying, she says, given that anorexia(厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

"尤其是女孩和青少年,"Record说。"10至18岁的女孩中有70%表示,她们根据在杂志上看到的内容来定义完美身材。"她说,这尤其令人担忧,因为根据美国国家心理健康研究所的数据,厌食症导致的死亡人数超过任何其他精神疾病。

P5 It's commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

众所周知,某些疾病与职业相关,例如煤矿工人的肺病。职业时装模特特别容易因职业要求保持极度纤瘦而患上饮食失调症。

P6 Record's suggestion is to prohibit agents from hiring models with a BMI below 18. Record的建议是禁止经纪人雇用BMI低于18的模特。

P7 In April, France passed a law setting lower limits for a model's weight. Agents and fashion houses who hire models with a BMI under 18 could pay \$82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U.S. support could make a difference. "A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

今年4月,法国通过了一项法律,为模特体重设定下限。雇用BMI低于18的模特的经纪人和时装公司可能面临82000美元的罚款和最长6个月的监禁。Record说,在美国监管时尚行业并不容易。但随着法国新规的出台,美国的支持可能会产生影响。"设计师不参加巴黎时装周就无法生存,"她说,并补充道,"我们的论点是,纽约时装周也是如此。"

题目与逐题解析

51. What do Record and Austin say about fashion models' body mass?

- A) It has caused needless controversy.
- B) It is but a matter of personal taste.
- C) It is the focus of the modeling business.
- D) It affects models' health and safety.

Record 和 **Austin** 对时装模特的体重指数有何看法?

- A) 它引发了不必要的争议。 B) 它只是个人品味的问题。 C) 它是模特行业的焦点。
- D) 它影响模特的健康和安全。

【答案】 D (细节题)

【判型】 What do Record and Austin say about fashion models' body mass? 是 What do...say about... 句式,问的是两人对某事的具体表态,属事实型细节。

【拆句】 句式平铺直叙: 主语 Record and Austin + 动词 say + 介宾 about fashion models' body mass, 无从句、无否定、无陷阱, 直接问"两人对模特体重持何种说法"。

【定位】 Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue.

过度瘦削的模特数十年来一直是争议焦点, 两位研究者表示模特的体重应当被视为一项工作场所健康与安全议题。

【选项】 A) 无中生有

It has caused needless controversy. 中的 needless(不必要的)是文本里没有的负面评价; 原文只说 have been a point of controversy for decades(数十年来是争议焦点), 并未评价该争议"不必要"。

B) 与原文相反

It is but a matter of personal taste.(只不过是个人品味问题)把体重问题降格为私人偏好; 但原文两人主张这是 a workplace health and safety issue——是公共健康议题, 与"个人品味"立场正相反。

C) 偷换概念

It is the focus of the modeling business. 把焦点从"健康与安全"(原文真正定性)偷换成"模特业的焦点"; 原文从未说体重是模特业的核心议题, 只说它是一个职业健康问题。

D) ✓ 正确

a model's body mass should be a workplace health and safety issue ↔

It affects models' health and safety.

预判要求出现"health and safety", 四个选项里只有 It affects models' health and safety. 同时包含 health 与 safety, 锁定 D。

52. What are Record and Austin advocating in the Monday editorial?

A) A change in the public's view of female beauty.

B) Government legislation about models' weight.

C) Elimination of forced weight loss by models.

D) Prohibition of models eating non-food stuff.

Record 和 Austin 在周一的社论中倡导什么?

A) 改变公众对女性美的看法。 B) 政府立法规定模特的体重。 C) 消除模特被迫减重的现象。

D) 禁止模特食用非食物类物质。

【答案】 B (细节题)

【判型】 What are Record and Austin advocating in the Monday editorial? 限定到具体载体、具体主张, 答案能在原文一句话里摘出, 属事实细节。

【拆句】 现在进行时被动语义改造句: are advocating 表示"正在主张", in the Monday editorial 是状语, 限定主张发生的地点/载体; 结构清晰、无陷阱。

【定位】 In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

在周一发表于《美国公共卫生杂志》的一篇社论中,凯瑟琳·雷科德和布琳·奥斯汀为政府监管时尚业进行了论证。

【选项】 A) 无中生有

A change in the public's view of female beauty. 在原文找不到对应——两人主张的是政府层面的监管(立法),而非改变公众的审美观念。

B) ✓ 正确

made their case for government regulation of the fashion industry ↔

Government legislation about models' weight.

预判要求落点同时覆盖"政府动作"和"针对体重";四选项里只有 Government legislation about models' weight. 同时具备,锁定 B。

C) 偷换概念

Elimination of forced weight loss by models. 看似与减重相关,但原文主张的是"政府监管",而非"消除强迫减肥行为"本身;且 forced 在文中没有任何对应。

D) 张冠李戴

Prohibition of models eating non-food stuff. 来源于首段 models eating tissues or cotton balls 这个引子细节,但两人在社论里的主张是政府监管,不是禁止吃非食物——选项把背景花絮当成了主张。

53. Why are Record and Austin especially worried about the low body mass index of models?

- A) It contributes to many mental illnesses.
- B) It defines the future of the fashion industry.
- C) It has great influence on numerous girls and women.
- D) It keeps many otherwise qualified women off the runway.

为什么 Record 和 Austin 特别担心模特的低体重指数?

- A) 它导致许多心理疾病。
- B) 它决定了时尚产业的未来。
- C) 它对众多女孩和女性有很大影响。
- D) 它使许多本来合格的女性无法走上T台。

【答案】 C (细节题)

【判型】 Why are Record and Austin especially worried... 是 Why 问句,要求回原文摘出明示的原因,而非推断——属事实型原因细节。

【拆句】 Why 引导特殊疑问句,主干 Record and Austin (are) worried, about 介词短语 the low body mass index of models 交代担忧对象;副词 especially 强化情绪程度,原文需对应到程度信号词。

【定位】 And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

雷科德和奥斯汀担忧的不只是模特本身,更是大量被模特形象影响的女孩与女性。

【选项】 A) 以偏概全

It contributes to many mental illnesses. 与第 4 段 anorexia results in more deaths than does any other mental illness 接近,但原文说的是"厌食症致死多于任何其他精神疾病",并未说低 BMI 导致 many mental illnesses;厌食症是一种,被 contributes to many 放大了。

B) 无中生有

It defines the future of the fashion industry. 在原文找不到对应——两人担忧的是模特形象对女孩/女性的影响,不是低 BMI"定义了时尚业的未来"。

C) ✓ 正确

the vast number of girls and women their images influence ↔

It has great influence on numerous girls and women.

预判要求落点出现"对大量女孩/女性的影响";四选项中只有 It has great influence on numerous girls and women. 同时含 influence 与 numerous girls and women,锁定 C。

D) 与原文相反

It keeps many otherwise qualified women off the runway. 说低 BMI 把一些原本合格的女性挡在 T 台外——原文相反,问题在于太瘦的人被聘上 T 台,而非合格者被挡在外;且这与第 3、4 段的担忧主题(对女孩/女性的形象影响)也无关。

54. What do we learn about France's fashion industry?

- A) It has difficulty hiring models.
- B) It now has a new law to follow.
- C) It allows girls under 18 on the runway.
- D) It has overtaken that of the United States.

关于法国时尚产业我们了解到什么?

- A) 它在招聘模特方面有困难。 B) 它现在有一项新法律需要遵守。
- C) 它允许18岁以下的女孩走上T台。 D) 它已经超越了美国。

【答案】 B (细节题)

【判型】 What do we learn about France's fashion industry? 是 What do we learn about X 句式,要求把原文里关于 X 的事实摘出来,属典型细节题。

【拆句】 What do we learn about... 是常见的细节题问法,we learn 是泛指主语+认知动词,about 后是所问对象 France's fashion industry。结构平实,无陷阱。

【定位】 In April, France passed a law setting lower limits for a model's weight.

今年 4 月,法国通过了一项为模特体重设定下限的法律。

【选项】 A) 无中生有

It has difficulty hiring models. 在原文找不到对应——原文只说法国新规设了体重下限和罚款,并未说"法国招不到模特"或"招聘困难"。

B) ✓ 正确

France passed a law setting lower limits for a model's weight ↔

It now has a new law to follow.

预判要求落点出现"法国新法"两字,四选项中只有 It now has a new law to follow. 同时含 new law 与现状陈述,锁定 B。

C) 偷换概念

It allows girls under 18 on the runway. 把原文中 BMI under 18 这个体重指数阈值偷换成 girls under 18 这个年龄阈值——18 还在,但所指对象从体重指数变成了年龄。

D) 无中生有

It has overtaken that of the United States. 说法国时尚业"超越了"美国——原文从未做这种排名/超越比较,只是说美国跟进与否可以借法国新规之势(尚未通过)。

55. What does Record expect of New York Fashion Week?

A) It will create a completely new set of rules.

B) It will do better than Paris Fashion Week.

C) It will differ from Paris Fashion Week.

D) It will have models with a higher BMI.

Record 对纽约时装周有何期待?

A) 它将制定一套全新的规则。 B) 它将做得比巴黎时装周更好。 C) 它将不同于巴黎时装周。

D) 它将拥有体重指数更高的模特。

【答案】 D (推断题)

【判型】 What does Record expect of New York Fashion Week? 中 expect 表示"对未来的预期",而原文只能给出"巴黎已发生+对纽约的类比argument",故需在两者间做一步推理。

【拆句】 What does Record expect of X 等于 What does Record expect X to be/do——expect of 是固定搭配,意为"对 X 期待什么";主语 Record、动词 expect、介宾 of New York Fashion Week,结构虽紧凑但无歧义。

【定位】 "A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

"设计师不参加巴黎时装周就活不下去,"她说,并补充道,"我们的论点是,纽约时装周也将面临同样的情况。"

【选项】 A) 过度推断

It will create a completely new set of rules. 强调 completely new(全新)——但 Record 的论点恰恰是纽约会复制巴黎的同样情形,而非创造一套"完全新"的规则。

B) 无中生有

It will do better than Paris Fashion Week. 在原文找不到对应——Record 的话只是把巴黎的处境类比到纽约,从未说纽约"会做得比巴黎更好"。

C) 与原文相反

It will differ from Paris Fashion Week. 说纽约会和巴黎不同——与原文 the same would be true of(将与巴黎一样)立场正相反。

D) ✓ 正确

France passed a law setting lower limits for a model's weight ↔

It will have models with a higher BMI.

the same would be true of New York Fashion Week ↔

It will have models with a higher BMI.

预判要求选项同时具备"对纽约的将来预期"与"BMI 抬高"两层信息,四选项中只有 It will have models with a higher BMI. 同时具备,锁定 D。

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。

In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

第2段, 第2句

"状语 + 主语 + 谓语 + 宾语"的简单句结构在四六级和考研阅读中非常常见,尤其是新闻报道类语料。句首状语较长且内含后置定语修饰,是典型的学术或新闻英语句式。掌握这种前置状语的处理方式,有助于应对大量类似句子。

That's especially worrying, she says, given that anorexia(厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

第4段，第3句

本句涵盖了四六级和考研阅读中的多个典型结构："given that" 引导原因状语从句、"more...than" 比较结构、比较从句中的倒装和省略。这些都是真题中反复出现的高频句式，掌握后可直接迁移到大量同类句子的理解中，代表性很强。

But with the new rules in France, U.S. support could make a difference.

第7段，第4句

简单句结构在四六级和考研阅读中常见，情态动词 could 表示推测的用法也是典型考点。介词短语作状语的位置和功能具有代表性，掌握后可迁移到其他句子。但句子整体结构较简单，不涉及常考的复杂句式如定语从句、状语从句或复合结构，典型性中等。

"A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

第7段，第5句

覆盖主谓宾、主系表、直接引语宾语从句、表语从句、伴随状语、条件状语、范围状语等多种成分，且涉及引语结构和情态动词的判定，成分种类丰富。引语作宾语和表语从句的识别是常见易错点，具有较高的练习价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 66 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。

fashion B1

n. 时尚;流行款式

本篇13次 · 真题 45 句

mass B1

n. 大量

本篇4次 · 真题 17 句

hire A2

v. 雇用

本篇3次·真题 35 句

mental B1

adj. 精神的

本篇2次·真题 86 句

united B1

adj. 联合的

本篇2次·真题 60 句

image A2

n. 形象, 印象

本篇2次·真题 52 句

agent B2

n. 代理人

本篇2次·真题 32 句

define B1

v. 给.....下定义

本篇2次·真题 24 句

worried A2

adj. 担心的

本篇2次·真题 18 句

index B1

n. 索引

本篇2次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 466 句

researcher B2

n. 研究人员

本篇1次·真题 239 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 139 句

support A2

v. 支持

本篇1次·真题 118 句

affect B1

v. 影响

本篇1次·真题 113 句

focus B1

n. 重点

本篇1次·真题 107 句

decade B1

n. 十年

本篇1次·真题 99 句

base A2

n. 基础

本篇1次·真题 95 句

average A2

adj. 平均的

本篇1次·真题 89 句

case A2

n. 情况

本篇1次·真题 89 句

according B1

prep. 根据

本篇1次·真题 88 句

view A2

n. 观点, 看法

本篇1次·真题 85 句

issue B1

n. 问题

本篇1次·真题 83 句

organization B1

n. 组织

本篇1次·真题 76 句

contribute B1

v. 捐献

本篇1次·真题 74 句

professional B1

adj. 专业的

本篇1次·真题 67 句

attack A2

v. 攻击

本篇1次·真题 55 句

link A2

n. 联系

本篇1次·真题 52 句

demand B1

v. 坚决要求

本篇1次·真题 50 句

workplace B1

n. 工作场所

本篇1次·真题 48 句

loss B1

n. 丧失

本篇1次·真题 46 句

limit B1

n. 限度

本篇1次·真题 45 句

maintain B1

v. 维持

本篇1次·真题 44 句

states A1

n. 国家

本篇1次·真题 43 句

teen A2

n. 青少年

本篇1次·真题 42 句

extreme B2

adj. 极度的

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

female A2

adj. 女性的

本篇1次·真题 37 句

indicate B2

v. 表明

本篇1次·真题 35 句

completely B1

adv. 完全地

本篇1次·真题 34 句

release B1

v. 释放

本篇1次·真题 31 句

differ B1

v. 不同，有区别

本篇1次·真题 30 句

argument B1

n. 争论

本篇1次·真题 29 句

journal B1

n. 杂志

本篇1次·真题 29 句

participate B1

v. 参加

本篇1次·真题 25 句

designer B1

n. 设计师

本篇1次·真题 24 句

eating A1

n. 吃

本篇1次·真题 24 句

survive B1

v. 幸存

本篇1次·真题 24 句

vulnerable C1

adj. 易受伤害的

本篇1次·真题 23 句

beauty A2

n. 美

本篇1次·真题 22 句

collapse B2

v. 倒塌, 坍塌

本篇1次·真题 22 句

stuff A2

n. 东西

本篇1次·真题 22 句

institute B2

n. 学院

本篇1次·真题 21 句

advocate B2

v. 拥护

本篇1次·真题 20 句

vast B2

adj. 巨大的

本篇1次·真题 20 句

hunger B1

n. 饥饿

本篇1次·真题 19 句

numerous B2

adj. 众多的, 许多的

本篇1次·真题 18 句

regulation B2

n. 规则, 条例

本篇1次·真题 16 句

commonly B1

adv. 通常, 常常

本篇1次·真题 12 句

disorder B2

n. 疾病

本篇1次·真题 12 句

otherwise B2

adv. 否则, 不然

本篇1次·真题 11 句

qualified B2

adj. 有资格的

本篇1次·真题 11 句

lung B1

n. 肺

本篇1次·真题 10 句

tissue B1

n. 纸巾

本篇1次·真题 10 句

miner B1

n. 矿工

本篇1次·真题 9 句

aged B1

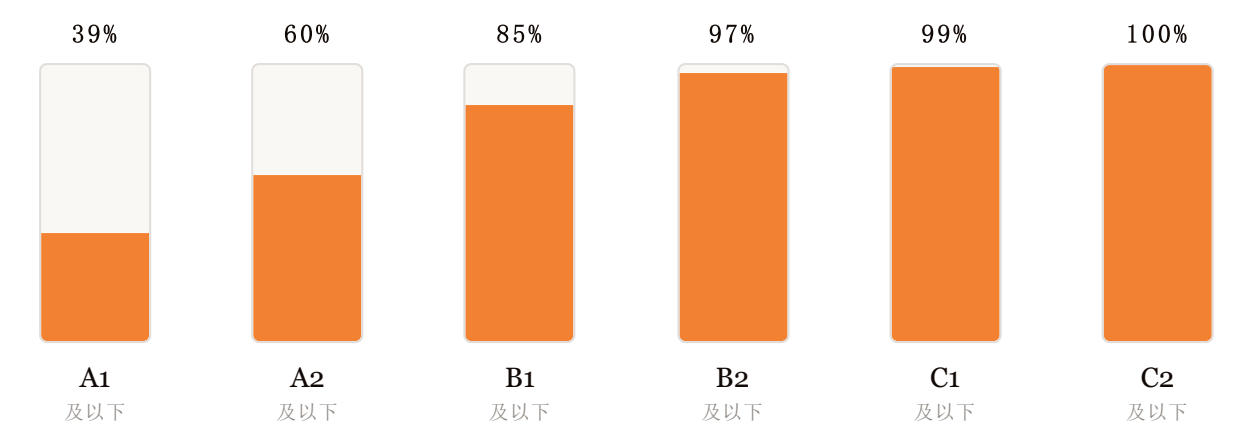
adj. 年老的;上了年纪的

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 186 词按 CEFR 难度累积覆盖

全文去重后共 **186** 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 6 个·约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 186 个·末柱为 100%

去重总词数

186

B2 以上难词

3%

B1 及以下覆盖

85%

英语四级 2016年12月·第2套 · 全卷构成

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

2016年12月·第2套英语四级汉译英（段落翻译）·中西婚俗与颜色禁忌的文化介绍 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12月·第2套 英语四级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第2套(2016-12) • 四级

Part IV

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

随着中国的改革开放,如今很多年轻人都喜欢举行西式婚礼。新娘在婚礼上穿着白色婚纱,因为白色被认为是纯洁的象征。然而,在中国传统文化中,白色经常是葬礼上使用的颜色。因此务必记住,白花一定不要用作祝人康复的礼物,尤其不要送给老年人或危重病人。同样,礼金也不能装在白色的信封里,而要装在红色的信封里。

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。

With China's reform and opening-up, many young people today prefer to hold Western-style weddings. The bride wears a white wedding dress at the wedding, because white is regarded as a symbol of purity. However, in traditional Chinese culture, white is often the color used at funerals. Therefore, please bear in mind that white flowers should never be used as a gift to wish someone a quick recovery, and especially should not be given to the elderly or the seriously ill. Similarly, gift money should not be put in a white envelope, but rather in a red one.

【衔接】第3句句首：用 However 显转折

第2句讲白色在西式婚礼里象征纯洁，第3句 在中国传统文化中,白色经常是葬礼上使用的颜色 与之相反，是中西对比。句首 However 把这层转折显性化，让读者立刻感到"风向变了"，比直接陈述更连贯。

第4句句首：用 Therefore 显因果

第3句指出白色在中国与葬礼相连，第4句 因此务必记住 是由此推出的告诫，原文已有"因此"，英文用 Therefore 承接，把前因后果串起来。

第5句句首：用 Similarly 承接同类

第4句讲白花的禁忌，第5句 同样,礼金也不能装在白色的信封里 是另一条同类颜色禁忌，原文"同样"对应 Similarly / Likewise，提示读者这是"又一例"，避免两条禁忌读起来各自孤立。

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】中西婚俗与颜色禁忌的文化介绍

这一段是典型的中国文化介绍语体：先讲改革开放后年轻人爱办西式婚礼、新娘穿白纱，再对比白色在中国传统文化里的含义，最后引出送礼颜色的禁忌。它通篇陈述的是当下普遍存在的习俗与观念，如 如今很多年轻人都喜欢举行西式婚礼 与 在中国传统文化中,白色经常是葬礼上使用的颜色，都是客观规律而非某次过去事件，所以语体是客观说明文，用词宜平实、面向一般读者解释中国习俗。

【时态】一般现在时

全篇在陈述当下普遍的习俗与文化观念，是反复发生、长期成立的客观事实，而非某个过去的具体事件。如 如今很多年轻人都喜欢举行西式婚礼 的"如今"、白色经常是葬礼上使用的颜色 的"经常"都标示着习惯性、普遍性，因此整段默认用一般现在时；只有像"被认为是"这类"被大家公认"的判断才用被动的一般现在时，不需切到过去时。

【译法】改革开放

拟定统一译法: China's reform and opening-up。这是约定俗成的官方英文译名, 四级考生不必自创, 记下这一版即可。原文 随着中国的改革开放 出现一次, 全篇统一用它。

西式婚礼

拟定统一译法: Western-style wedding(s)。意译, Western-style 作前置定语修饰 wedding; 原文 举行西式婚礼。注意 wedding 可数, 泛指多场婚礼时用复数。

婚纱

拟定统一译法: (white) wedding dress / wedding gown。意译, gown 更书面、dress 更通用, 四级用 wedding dress 即稳妥; 原文 穿着白色婚纱。

葬礼

拟定统一译法: funeral(s)。约定俗成译名; 原文 葬礼上使用的颜色。是可数名词, 泛指一类场合时用复数 funerals。

礼金

拟定统一译法: gift money / cash gift。意译, 指作为礼物的现金; 原文 礼金也不能装在白色的信封里。不可用 fund/bonus 等不贴切的词。

1. 随着中国的改革开放, 如今很多年轻人都喜欢举行西式婚礼。

【主干】年轻人 喜欢 举办西式婚礼 (主语策略: 原句主语)

中文已有明确主语"很多年轻人", 直接作英文主语 many young people; 核心动词是"喜欢", 作谓语 prefer / like; 宾语是"举行西式婚礼"这个动作, 用 to hold Western-style weddings 接上。主干即 many young people prefer to hold Western-style weddings。如今很多年轻人都喜欢举行西式婚礼 的核心被提为主干。

【降级】随着...改革开放→介词短语状语

句首的"随着中国的改革开放"是背景状语, 不是主干, 降级成介词短语 With China's reform and opening-up 放句首; "如今"是时间状语, 用 today / nowadays 表达, 可放句首或句尾。"举行西式婚礼"是"喜欢"的对象, 用不定式 to hold... 降级挂在谓语后。这样主干清爽、修饰各归其位, 而不是把"随着"硬译成 follow 再用 and 平铺。

【语法】时态

回指全篇基调用一般现在时——这是"如今"普遍的习惯, 谓语用 prefer, 不用过去时。

主谓一致

主语 many young people 是复数, 谓语用原形 prefer, 不加 -s。

单复数

年轻人不止办一场婚礼、泛指多场, wedding 用复数 weddings; young people 本身即复数。

介词搭配

"随着"用 With (伴随), 不用 follow; reform and opening-up 是固定译法。

【译文】 With China's reform and opening-up, many young people today prefer to hold Western-style weddings.

2. 新娘在婚礼上穿着白色婚纱,因为白色被认为是纯洁的象征。

【主干】 新娘 穿 白色婚纱 (主语策略: 原句主语)

前半句主语明确是"新娘"the bride, 谓语"穿着"wear(s), 宾语"白色婚纱"a white wedding dress, 构成主干 The bride wears a white wedding dress。后半句"白色被认为是..."是原因, 另起一个分句, 主语是"白色"white。新娘在婚礼上穿着白色婚纱 提供主干。

【降级】 在婚礼上→介词短语; 因为→原因状语从句

"在婚礼上"是地点/场合状语, 降级成介词短语 at the wedding; "因为白色被认为是纯洁的象征"是原因, 用 because 引导原因状语从句挂在主句后: because white is regarded as a symbol of purity。一主一从, 逻辑清楚, 不必拆成两个独立句。

【语法】 语态

"被认为"是被动, 英文用 be regarded as / be considered, 主语 white 是被认为的对象, 写成 white is regarded as..., 这正是汉语隐性被动需显性化的地方。

时态

全篇基调一般现在时——穿婚纱是惯例、白色象征纯洁是长期观念, wears、is regarded 都用现在时。

冠词

泛指任一新娘可用 The bride (类指) 或 A bride; 婚纱第一次出现且泛指一件, 用 a white wedding dress。颜色词 white 作抽象概念时不加冠词。

主谓一致

单数主语 The bride 谓语用 wears 加 -s; white 视作单数, is regarded。

【译文】 The bride wears a white wedding dress at the wedding, because white is regarded as a symbol of purity.

3. 然而,在中国传统文化中,白色经常是葬礼上使用的颜色。

【主干】 白色 是 颜色 (主语策略: 原句主语)

主语是"白色"white, 系动词"是"用 is, 表语是"颜色"the color, 主干为 white is the color。"经常"是频率副词 often 修饰系动词。白色经常是葬礼上使用的颜色 的主系表被提为主干。

【降级】 葬礼上使用的一定语从句修饰 color

"葬礼上使用的颜色"里"葬礼上使用的"是"颜色"的修饰语, 降级成定语从句 the color (that is) used at funerals, 或用过去分词短语 used at funerals 作后置定语; "然而"是转折连词放句首 However; "在中国传统文化中"是范围状语, 介词短语 in traditional Chinese culture。这样把修饰挂在 color 后面, 避免照中文语序前置堆砌。

【语法】时态

回指基调用一般现在时, is、used 都表长期惯例。

单复数

"葬礼"泛指各种葬礼场合, 用复数 funerals; color 此处特指那一种颜色, 单数 the color。

语态

"使用的"是被动含义(颜色被用在葬礼上), 用 used (过去分词) 或 that is used 表被动。

冠词

表语 the color 用 the, 因为后面有定语限定到"葬礼上用的那种颜色", 是特指。

【译文】 However, in traditional Chinese culture, white is often the color used at funerals.

4. 因此务必记住, 白花一定不要用作祝人康复的礼物, 尤其不要送给老年人或危重病人。

【主干】 记住 + 白花 不应作礼物 (主语策略: 补主语)

"务必记住"是祈使句, 无主语, 补成祈使句 Please remember 或 Bear in mind that..., 主语隐含为"你/读者"; 从句主干是"白花不应用作礼物", 主语 white flowers, 谓语用 should never be used / must not be used, 宾语补语 as a gift。白花一定不要用作祝人康复的礼物 提供从句主干。

【降级】 记住+从句; 祝人康复的一定语; 尤其一插入状语

"务必记住"后接 that 宾语从句装下整条禁忌: Please remember that white flowers should never be used...; "祝人康复的礼物"里"祝人康复的"是目的修饰, 降级成介词短语 as a gift to wish someone a quick recovery (用 to do 表目的); "尤其不要送给老年人或危重病人"是补充强调, 用 especially 引出, 可接 (and) should especially not be given to the elderly or the seriously ill, 避免和前半句用 and 简单平铺。

【语法】否定

"一定不要"是强否定, 用 should never / must not; "尤其不要"用 especially should not。注意 never 已含否定, 不要再叠 not。

语态

"被用作""被送给"是被动: white flowers should never be used as...、should not be given to..., 承受者白花作主语。

单复数

白花泛指、不止一朵, 用复数 white flowers; 老年人、危重病人用类指复数 the elderly、the seriously ill。

时态

情态动词 should / must 本身不分时态, 符合全篇现在时的告诫语气, 无需改动。

【译文】 Therefore, please bear in mind that white flowers should never be used as a gift to wish someone a quick recovery, and especially should not be given to the elderly or the seriously ill.

5. 同样,礼金也不能装在白色的信封里,而要装在红色的信封里。

【主干】 礼金 不应被装在 白信封里 (主语策略: 转被动)

中文"礼金也不能装在...里"动作的承受者是"礼金", 施动者(人)不重要, 故转被动: 主语 gift money, 谓语 should not be put / placed, 地点 in a white envelope。主干为 gift money should not be put in a white envelope。礼金也不能装在白色的信封里 提供主干。

【降级】 不能...而要...→but rather 对比并列

"不能装在白信封里, 而要装在红信封里"是"否定 A、肯定 B"的对比, 用 but (rather) 连接两个并列谓语: should not be put in a white envelope but (rather) in a red one; 后半句重复的 be put 可省略, 用 in a red one 承接, 避免整句重复啰嗦。"同样"是承接上句的关联词, 用 Similarly / Likewise 起句。

【语法】 语态

两处"装在"都用被动 be put / be placed, 主语 gift money 是被装的对象。

冠词

信封第一次出现、泛指一只, 用 a white envelope、a red envelope; 用 one 替代 envelope 时为 a red one。

时态

情态动词 should 表告诫, 契合全篇现在时基调, 不变。

单复数

envelope 可数, 单数时必须带冠词 a; gift money 作不可数概念, 谓语用单数。

【译文】 Similarly, gift money should not be put in a white envelope, but rather in a red one.

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