

四级·真题卷第3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

本部分与 2016年12月第1套 共用, 点此查看

Section B

本部分与 2016年12月第1套 共用, 点此查看

Section C

本部分与 2016年12月第1套 共用, 点此查看

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.

When someone commits a criminal act, we always hope the punishment will match the offense. But when it comes to one of the cruelest crimes, animal fighting, things 26 work out that way. Dog-fighting victims are 27 and killed for profit and "sport," yet their criminal abusers often receive a 28 sentence for causing a lifetime of pain. Roughly half of all federally-convicted animal fighters only get probation(缓刑).

Some progress has been made in the prosecution(起诉) of animal fighters. But federal judges often rely heavily on the U.S. Sentencing Guidelines when they 29 penalties, and in the case of animal fighting, those guidelines are outdated and extremely 30 .

The U.S. Sentencing Commission, which 31 these sentencing guidelines, is revisiting them, proposing to raise the minimum sentence from 6-12 to 21-27 months. This is a step in the right 32 but we'd like to see the U.S. Sentencing Commission make further changes to the guidelines.

Along with this effort, we're working with animal advocates and state and federal lawmakers to 33 anti-cruelty laws across the country, as well as supporting laws and policies that assist overburdened animal 34

34 that care for animal fighting victims. This help is 35 important because the high cost of caring for animal victims is a major factor that prevents people from getting involved in cruelty cases in the first place.

- | | |
|---------------|---------------|
| A) convenient | I) method |
| B) creates | J) minimal |
| C) critically | K) rarely |
| D) determine | L) shelters |
| E) direction | M) strengthen |
| F) hesitate | N) sufferings |
| G) inadequate | O) tortured |
| H) inspired | |

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**.

When Work Becomes a Game

- A) What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.
- B) Increasingly, companies are tapping into these desires directly through what has come to be known as "gamification": essentially, turning work into a game. "Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education," explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.
- C) It might mean monitoring employee productivity on a digital leaderboard and offering prizes to the winner, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L'Oréal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020.
- D) The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people's reward-seeking or competitive spirits. Cracker Jacks has been "gamifying" its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of-the-century steel magnate(巨头) Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.
- E) But the word "gamification" and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. "We are at a point where in much of

the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too," Werbach says.

- F) A number of companies have sprung up—GamEffective, Bunchbail and Badgeville, to name a few—in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees' ordinary job tasks into part of a rich adventure narrative. "What makes a game-like is that the player actually cares about the outcome," Werbach says. "The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology."
- G) Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leader board showing who is winning at all times. Others are more motivated by collaboration and social experiences. One company Werbach has studied uses gamification to create a sense of community and boost employees' morale(士气). When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.
- H) Gamification does not have to be digital. Monica Cornetti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed "storm chaser teams" and competed in storm-themed educational exercises to earn various rewards. "Rewards do not have to be stuff," Cornetti says. "Rewards can be flexible working hours." Another training, this one for payroll law, used a Snow White and the Seven Dwarfs theme. "Snow White" is available for everyone to use, but the "dwarfs" are still under copyright, so Cornetti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific payroll law principles.
- I) Some people do not take naturally to gamified work environments, Cornetti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. "If we are designing for engineers, I'm not talking about a 'game' at all," Cornetti says. "I'm talking about a 'simulation'(模拟), I'm talking about 'being able to solve this problem.'"
- J) Gamification is "not a magic bullet," Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leader boards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a Los Angeles Times article, one employee referred to the board as a "digital whip." "It actually had a very negative effect on morale and performance," Werbach says.
- K) Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games." "We are far from reaching the peak," Cornetti agrees. "There is no reason this will go away."

36. Some famous companies are already using gamification and more are trying to do the same.

37. Gamification is not a miracle cure for all workplaces as it may have negative results.

38. To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.
39. The idea of gamification was practiced by some businesses more than a century ago.
40. There is reason to believe that gamification will be here to stay.
41. Video games contributed in some ways to the wide application of gamification.
42. When turning work into a game, it is necessary to understand what makes games interesting.
43. Gamification in employee training does not always need technology.
44. The most successful gamification platforms transform daily work assignments into fun experiences.
45. It is necessary to use terms other than "gamification" for some profession.

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.

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house(信息交流中心) for using technology in classrooms and in online courses. It's an administrative sham(欺诈) of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic(官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

46. What does the author say about present-day universities?
- A) They are effectively tackling real or imagined problems.
 - B) They often fail to combine teaching with research.
 - C) They are over-burdened with administrative staff.
 - D) They lack talent to fix their deepening problems.
47. According to the author, what kind of people do universities lack most?
- A) Good classroom teachers.
 - B) Efficient administrators.
 - C) Talented researchers.
 - D) Motivated students.
48. What does the author imply about the classes at present?
- A) They facilitate students' independent learning.
 - B) They help students form closer relationships.
 - C) They have more older students than before.
 - D) They are much bigger than is desirable.
49. What does the author think of teaching ability?
- A) It requires talent and practice.
 - B) It is closely related to research.
 - C) It is a chief factor affecting students' learning.
 - D) It can be acquired through persistent practice.
50. What is the author's suggestion for improving university teaching?
- A) Creating an environment for teachers to share their teaching experiences.
 - B) Hiring more classroom teachers and allowing them to teach in their own way.
 - C) Using high technology in classrooms and promoting exchange of information.
 - D) Cutting down meetings and encouraging administrative staff to go to classrooms.

Passage Two

Questions 51 to 55 are based on the following passage.

The secret to eating less and being happy about it may have been cracked years ago—by McDonald's. According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize. Both options were priced the same.

Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion. One of the prizes used was a lottery ticket(彩票), with a \$10, \$50 or \$100 payout, and this was as effective as a tangible gift in persuading people to eat less.

"The fact that participants were willing to substitute part of a food item for the mere prospect of a relatively small monetary award is interesting," says Reimann.

He theorizes that it is the emotional component of these intangible prizes that makes them effective. In fact, vaguely-stated possibilities of winning a prize were more effective than options with hard odds included.

"One explanation for this finding is that possible awards may be more emotionally provoking than certainty awards," says Reimann. "The uncertainty of winning provides added attraction and desirability through emotional 'thrills.' The possibility of receiving an award also produces a state of hope—a state that is in itself psychologically rewarding." In other words, there's a reason why people like to gamble.

How might this knowledge be used to help people eat more healthily?

One possibility is a healthy option that offers the chance to win a spa(温泉疗养) weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant—and make you eat a little less.

51. What do we learn about McDonald's inclusion of toys in its Happy Meals?

- A) It may shed light on people's desire to crack a secret.
- B) It has proved to be key to McDonald's business success.
- C) It appeals to kid's curiosity to find out what is hidden inside.
- D) It may be a pleasant way for kids to reduce their food intake.

52. What is the finding of the researchers led by Martin Reimann?

- A) Reducing food intake is not that difficult if people go to McDonald's more.
- B) Most kids and adults don't actually feel hungry when they eat half of their meal.
- C) Eating a smaller portion of food does good to the health of kids and adults alike.
- D) Most kids and adults would choose a smaller meal that came with a non-food item.

53. What is most interesting in Martin Reimann's finding?

- A) Kids preferred an award in the form of money to one in the form of a toy.
- B) Adults chose the smaller portion on the mere promise of a future award.
- C) Both kids and adults felt satisfied with only half of their meal portions.
- D) Neither children nor adults could resist the temptation of a free toy.

54. How does Martin Reimann interpret his finding?

- A) The emotional component of the prizes is at work.
- B) People now care more about quality than quantity.
- C) People prefer certainty awards to possible awards.
- D) The desire for a future reward is overwhelming.

55. What can we infer from Martin Reimann's finding?

- A) People should eat much less if they wish to stay healthy and happy.
- B) More fast food restaurants are likely to follow McDonald's example.
- C) We can lead people to eat less while helping the restaurant business.
- D) More studies are needed to find out the impact of emotion on behavior.

Part IV

Translation

(30 minutes)

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

在中国文化中，黄颜色是一种很重要的颜色，因为它具有独特的象征意义。在封建(feudal)社会中，它象征统治者的权力和权威。那时，黄色是专为皇帝使用的颜色，皇家宫殿全都漆成黄色，皇袍总是黄色的，而普通老百姓是禁止穿黄色衣服的。在中国，黄色也是收获的象征。秋天庄稼成熟时，田野变得一片金黄。人们兴高采烈，庆祝丰收。

2016年12月·第3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3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3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 • 159 词】 写作无唯一标准答案，以下为达标示范

When faced with the choice between a state-owned business and a joint venture upon graduation, I would firmly choose the latter. For me, a joint venture is where my abilities can be truly tested and rewarded.

The first reason lies in career development. Unlike a state-owned business, where promotion often depends on seniority, a joint venture usually rewards employees on the basis of performance, which means a hard-working newcomer like me can rise quickly. Besides, working with foreign partners exposes me to advanced management skills and a global vision, both of which are invaluable to a fresh graduate. What matters most to me, moreover, is the dynamic culture: instead of a fixed routine, a joint venture encourages initiative and innovation, allowing me to realize my personal value.

Admittedly, a state-owned business offers greater stability, yet stability is not what I pursue at this stage. Therefore, I am convinced that a joint venture is the wiser choice for my future.

【参考译文】

毕业时面对国有企业和合资企业之间的选择，我会坚定地选择后者。对我而言，合资企业正是能真正检验并回报我能力的地方。

第一个理由在于职业发展。不同于国有企业往往论资排辈式的晋升，合资企业通常按业绩回报员工，这意味着像我这样肯拼的新人能够快速上升。此外，与外方伙伴共事让我接触到先进的管理技能和全球化视野，这两点对一名应届毕业生都是无价的。而对我最重要的，是那种充满活力的企业文化：合资企业不搞一成不变的固定流程，而是鼓励主动与创新，让我得以实现个人价值。

诚然，国有企业提供了更强的稳定性，然而稳定并不是我现阶段所追求的。因此，我确信合资企业是我未来更明智的选择。

【第1段】首段落实开门见山。首段用 "When faced with the choice ... I would firmly choose the latter" 直接表态，再用 "For me, a joint venture is where my abilities can be truly tested and rewarded" 总说理由，落实了 outline 第一段「亮明选择」的功能。

【第2段】主体段三理由分层。"The first reason lies in career development" 起手，"Unlike a state-owned business, where promotion often depends on seniority" 用对比坐实优势，再以 "Besides" 和 "What matters most to me" 递进补出视野与文化两条，落实了「分理由论证」。

【第3段】结尾让步再重申。"Admittedly, a state-owned business offers greater stability, yet stability is not what I pursue" 先让步后转折，"Therefore, I am convinced that a joint venture is the wiser choice" 重申立场并呼应首段，落实了「让步重申收尾」。

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

国企合资二选一并说理

本题要写的不是泛泛比较，而是 You are to make a choice between the two——在 work in a state-owned business and the other in a joint venture 之间明确挑一个，再 explain the reasons for your choice。一句话钉死：亮出「我选哪个」，然后讲清「我为什么选它」。

读者 • 语域

无指定读者用正式书面语

题目没有给出收信人，这是一篇纯议论短文，读者默认是阅卷老师。因此用第一人称 I 表达个人立场即可，通篇保持正式书面语，不用缩写口语，也不必写称呼和落款。

中心立意

坚定选择合资企业

本篇立场：毕业后我选择去合资企业工作。围绕 make a choice between the two 只押一边、不骑墙，让全文所有理由都服务于「合资企业更适合此刻的我」这一个中心。

要展开的要点

1. 职业发展凭实力更快

合资企业按业绩提拔，应届生凭努力就能快速上升；这正是国企论资排辈的相对短板，一条理由同时说清了自己的优势和对方的劣势。

2. 接触国际视野与先进管理

与外方合作能学到先进的管理经验和全球化视野，对一个刚毕业、经验为零的人来说是稀缺财富。

3. 开放文化利于实现自我价值

合资企业鼓励主动与创新，能让个人价值得到发挥，而不是被固定不变的流程框住。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的功能句架（留出填本题内容的空位）。段序与上方参考范文一一对应。

第 1 段 亮明选择

开门见山表态：在国企与合资之间选合资，并点出总的理由方向，为下文埋线。

第 2 段 分理由论证

集中给出 2-3 条支持理由，每条配一句解释或与国企的对比展开。

第 3 段 让步重申收尾

承认对方一点长处后转折，重申选择合资、收束全文并呼应首段。

第 1 段 选合资并点明总理由

本段落点：明确选择合资企业，并总说「这里更能检验和回报我的能力」，为后文职业发展、国际视野、开放文化三条理由定调。

开门见山亮观点 · When faced with the choice between ... and ..., I would firmly choose ... (在.....和.....之间，我会坚定选择.....)

一句话总说理由 · For me, ... is where ... (对我而言，.....正是.....的地方)

第 2 段 发展视野文化三理由

本段落点：理由一，合资凭业绩提拔、应届生上升快（对比国企论资排辈）；理由二，与外方合作能学到先进管理和全球视野；理由三，开放文化鼓励主动创新、能实现个人价值。三条都在回应 explain the reasons for your choice。

引出首条理由 · The first reason lies in ... (第一个理由在于.....)

用对比坐实优势 · Unlike ..., ... usually ..., which means ... (不同于.....，.....通常.....，这意味着.....)

递进补充理由 · Besides, ... What matters most to me is ... (此外，.....。而对我最重要的是.....)

第 3 段 认稳定但仍选合资

本段落点：承认国企更稳定，但当下的我不追求稳定，因此重申合资是更明智的选择，呼应首段、收束全文。

让步认对方长处 · Admittedly, ... offers ..., yet ... (诚然，.....有.....，然而.....)

重申立场收尾 · Therefore, I am convinced that ... is the wiser choice for ... (因此，我确信.....是.....更明智的选择)

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

选定和说理都要落地

本题达标要点：全文只押合资一边、绝不骑墙；每条理由都有解释或对比，不空喊「it is good」。最易失分是通篇比较国企合资却始终不表态。

结构连贯

三段清晰理由分层

本题达标：首段观点句靠前，主体段用序数词与过渡词分层三条理由，结尾用让步转折收束。最忌通篇一大段、想到哪写到哪。

语言准确

表态动词搭配要对

本题多用 choose to do、work in a joint venture、depend on seniority 等搭配，动笔前先确认介词。适度用 which、where 从句提升档次，但要保证从句结构完整。

字数格式

落在上下限之间的短文

本题要求 at least 120 words but no more than 180 words，是有硬性上下限的短文，不写称呼署名。理由太单薄容易不足下限，套话堆砌容易超出上限。

典型低分写法 • 反面示例与改法

罗列两者不表态

反面示例：State-owned businesses are stable, while joint ventures are dynamic. Both have advantages. 只比较不选。改成：Both have advantages, but I would firmly choose a joint venture, because it rewards ability rather than seniority.

理由空泛无论证

反面示例：I choose a joint venture because it is good and I like it. 空喊口号。改成：I choose a joint venture because it promotes employees on the basis of performance, so a hard-working graduate can rise quickly.

逐字直译搭配错

反面示例：Joint venture can let me learn many advanced experiences. 是中式直译、搭配错误。改成：A joint venture allows me to gain advanced management experience.

英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2016年12月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
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2016年12月·第3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3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、4 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3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.

When someone commits a criminal act, we always hope the punishment will match the offense. But when it comes to one of the cruelest crimes, animal fighting, things 26 work out that way. Dog-fighting victims are 27 and killed for profit and "sport," yet their criminal abusers often receive a 28 sentence for causing a lifetime of pain. Roughly half of all federally-convicted animal fighters only get probation(缓刑).

当有人实施犯罪行为时，我们总是希望惩罚能与罪行相匹配。但当涉及最残忍的犯罪之一——动物搏斗时，事情很少会这样发展。斗狗的受害者为了利益和“运动”而遭受折磨和杀害，然而那些造成终生痛苦的犯罪施虐者往往只受到最低限度的刑罚。大约一半受到联邦定罪动物搏斗者只被判缓刑。

Some progress has been made in the prosecution(起诉) of animal fighters. But federal judges often rely heavily on the U.S. Sentencing Guidelines when they 29 penalties, and in the case of animal fighting, those guidelines are outdated and extremely 30 .

在起诉动物搏斗者方面已经取得了一些进展。但联邦法官在决定刑罚时往往严重依赖《美国量刑指南》，而在动物搏斗案件中，这些指南已经过时且极其不充分。

The U.S. Sentencing Commission, which 31 these sentencing guidelines, is revisiting them, proposing to raise the minimum sentence from 6-12 to 21-27 months. This is a step in the right 32 but we'd like to see the U.S. Sentencing Commission make further changes to the guidelines.

制定这些量刑指南的美国量刑委员会正在重新审查它们，提议将最低刑期从6至12个月提高到21至27个月。这是朝着正确方向迈出的一步，但我们希望看到美国量刑委员会对指南做出进一步的修改。

Along with this effort, we're working with animal advocates and state and federal lawmakers to ___ 33 ___ anti-cruelty laws across the country, as well as supporting laws and policies that assist overburdened animal ___ 34 ___ that care for animal fighting victims. This help is ___ 35 ___ important because the high cost of caring for animal victims is a major factor that prevents people from getting involved in cruelty cases in the first place.

除了这项努力，我们还与动物权益倡导者以及州和联邦立法者合作，在全国范围内加强反虐待法律，同时支持帮助负担过重的动物收容所照顾动物搏斗受害者的法律和政策。这种帮助至关重要，因为照顾动物受害者的高昂费用是首先阻止人们参与虐待案件的主要因素。

- | | |
|---------------|---------------|
| A) convenient | I) method |
| B) creates | J) minimal |
| C) critically | K) rarely |
| D) determine | L) shelters |
| E) direction | M) strengthen |
| F) hesitate | N) sufferings |
| G) inadequate | O) tortured |
| H) inspired | |

26. But when it comes to one of the cruelest crimes, animal fighting, things ___(26)___ work out that way

【答案】 **K) rarely** (副词)

【词性槽】 things ___ work out that way 中主语后、动词前为频率副词位

【依据】 But 转折 + 上文"希望刑罚匹配" = "很少如此"

we always hope the punishment will match the offense. But when it comes to one of the cruelest crimes, animal fighting, things rarely work out that way——But 后给出与"总是希望"相反的现实，频率副词 rarely (很少) 契合反差。

【竞争词】 c) critically 义类不符，且要留给 35 题修饰形容词

critically 表"关键地/批判地"，不是频率副词，与 things ___ work out 的语义"很少这样发生"不合；下文 This help is ___(35)___ important 处更明显需要 critically (极其) 修饰形容词 important，按"用过即划"留给 35 题。

27. Dog-fighting victims are __(27)__ and killed for profit and "sport,"

【答案】 **O) tortured** (动词)

【词性槽】 are __ and killed 中 are 与 and killed 夹定的被动形态，需过去分词

【依据】 与 killed 同色调，呼应"残忍犯罪"语境

one of the cruelest crimes, animal fighting 与 Dog-fighting victims are tortured and killed for profit——"斗狗受害者被折磨并杀害" tortured 与 killed 同属暴力动作，并列自然。

【竞争词】 H) inspired 感情色彩反向

inspired (受启发的) 是褒义词，与 killed 并列、与 cruelest crimes 的语境完全反向，明显是色彩陷阱。

28. yet their criminal abusers often receive a __(28)__ sentence for causing a lifetime of pain

【答案】 **J) minimal** (形容词)

【词性槽】 不定冠词 a + __ + 名词 sentence，典型形容词位

【依据】 与"造成终身痛苦"形成强烈反差，凸显刑期"少得可怜"

yet their criminal abusers often receive a __(28)__ sentence for causing a lifetime of pain 中转折词 yet 提示"罪重 vs 刑轻"反差，minimal (最低限度的) 正好刻画"刑期极少"；下文 Roughly half of all federally-convicted animal fighters only get probation 也佐证"判得很轻"。

【竞争词】 A) convenient 语义不符——sentence 不能与"方便"搭配

convenient 修饰物品/安排，a convenient sentence (一个方便的判决) 不成立，也与 causing a lifetime of pain 的语境反差对不上。

G) inadequate 义近但要留给 30 题描述"指南"

inadequate (不充分的) 虽也表"不够"，但 those guidelines are outdated and extremely __(30)__ 中 outdated and extremely __ 的并列结构需要一个与 outdated 同类色彩的形容词，inadequate 与之并列更顺；按"用过即划"原则，留给 30 题。

29. federal judges often rely heavily on the U.S. Sentencing Guidelines when they
__ (29) __ penalties

【答案】 **D) determine** (动词)

【词性槽】 when 从句主语 they 后缺谓语，需动词原形且复数主语一般现在时

【依据】 法官“决定刑罚”是司法语境固定动作

federal judges often rely heavily on the U.S. Sentencing Guidelines when they
__ (29) __ penalties——“法官在决定刑罚时依赖量刑指南”，determine penalties（决定刑罚）是司法标准搭配。

【竞争词】 F) hesitate 搭配错误——hesitate 不及物

hesitate 后接 to do 或介词短语，不能直接带宾语 penalties；语义“犹豫刑罚”也不通。

M) strengthen 语义指向不符，且要留给 33 题搭配 laws

strengthen penalties（加强刑罚）虽通，但 work with animal advocates and state and federal lawmakers to __ (33) __ anti-cruelty laws 处更明显是 strengthen anti-cruelty laws（强化反虐待法），按“用过即划”原则留给 33 题。

30. those guidelines are outdated and extremely __ (30) __

【答案】 **G) inadequate** (形容词)

【词性槽】 outdated and extremely __ 中并列形容词 + 副词修饰

【依据】 outdated（过时的）与 inadequate（不充分的）同为负面评价，并列自然

those guidelines are outdated and extremely inadequate——“这些指南过时且极不充分”，inadequate 与 outdated 同贬义色调；并与 proposing to raise the minimum sentence from 6-12 to 21-27 months 的“应当上调”主张形成因果。

【竞争词】 A) convenient 色彩反向

convenient（方便的）是褒义中性词，无法与 outdated 并列，也与下文呼吁改革的语境冲突。

【易错】 最具迷惑性的错误词是 A) —— 形容词位 + 程度副词 extremely 后，convenient 形式像但色彩反向。those guidelines are outdated and extremely __ (30) __ 处词性、副词修饰位都对得上 convenient，最易让人犯困；防坑口诀：and 两侧色彩必须一致，outdated 是贬，空位必为贬，convenient 直接淘汰。

31. The U.S. Sentencing Commission, which __ (31) __ these sentencing guidelines, is revisiting them

【答案】 **B) creates** (动词)

【词性槽】 which 引导的定语从句缺谓语，主语为单数 The Commission

【依据】 委员会“制定”指南，主谓搭配天然成立

The U.S. Sentencing Commission, which creates these sentencing guidelines, is revisiting them——委员会作为制定指南的机构，creates these sentencing guidelines（制定这些量刑指南）语义、形态全部到位。

32. This is a step in the right __(32)__ but we'd like to see the U.S. Sentencing Commission make further changes to the guidelines

【答案】 **E) direction** (名词)

【词性槽】 the right __ 中冠词 + 形容词后必为名词

【依据】 **a step in the right direction** 是"朝正确方向迈出一步"的固定搭配

This is a step in the right __(32)__ but we'd like to see the U.S. Sentencing Commission make further changes 表达"提高最低刑期是朝正确方向迈出的一步，但还想看到进一步的改变"，固定短语 a step in the right direction 与上下文的"渐进改革"语义完全吻合。

【竞争词】 I) method 搭配不成立

a step in the right method 不是英语习惯说法；method 强调具体方法手段，与 step（一步进展）的隐喻不匹配。

L) shelters 复数名词，且与"step in the right"无搭配

shelters（收容所）是具体场所，无法与抽象的 a step in the right __ 配伍；留给 34 题描述照护机构。

N) sufferings 感情色彩反向

sufferings（苦难）是负面词，无法承接 This is a step in the right 这种正面评价。

33. we're working with animal advocates and state and federal lawmakers to __(33)__ anti-cruelty laws across the country

【答案】 **M) strengthen** (动词)

【词性槽】 不定式 to __ + 名词宾语 anti-cruelty laws，空为动词原形

【依据】 **strengthen laws** 是"强化法律"的标准搭配

to strengthen anti-cruelty laws across the country——"在全国范围内强化反虐待法律"，与上文 those guidelines are outdated and extremely __(30)__ 暴露的"法律不力"形成对症方案。

【竞争词】 F) hesitate 及物性与语义双错

hesitate 不能直接接 laws；"犹豫法律"也讲不通；显然是干扰项。

【易错】 最具迷惑性的错误词是 **D)** —— 动词位上 determine 已被 29 题用走，但若错让 29/33 调位会全错。to __(33)__ anti-cruelty laws 处若考生先做 33 题、把 determine 填到这里，就会同时挤走 29 题的正确动词；防坑口诀：先做"动宾搭配最铁"的 29 题（determine penalties 比 strengthen penalties 更紧），把 determine 锁定后再回 33 题取 strengthen。

34. supporting laws and policies that assist overburdened animal __(34)__ that care for animal fighting victims

【答案】 **L) shelters** (名词)

【词性槽】 形容词 animal 后 + that 引导定语从句，需要复数可数名词作先行词

【依据】 **animal shelters (动物收容所)** 是"照护动物受害者"的承担主体

overburdened animal __(34)__ that care for animal fighting victims 中能"照顾斗狗受害者"的只能是收容所/机构；the high cost of caring for animal victims is a major factor 也呼应"机构负担重"。

【竞争词】 N) sufferings 语义错位——苦难不会去 care for 受害者

sufferings (苦难) 是被承受的状态，无法作"照护动作"的执行者，与 that care for 的主语角色冲突。

35. This help is __(35)__ important because the high cost of caring for animal victims is a major factor

【答案】 **C) critically** (副词)

【词性槽】 is __(35)__ important 中 be 动词后 + 形容词前，副词修饰形容词

【依据】 **critically important** 是"至关重要"的固定搭配

This help is critically important because the high cost of caring for animal victims is a major factor that prevents people from getting involved in cruelty cases——"这种帮助至关重要，因为照护成本高昂是阻碍人们介入的主因"，critically important 强化"关键性"。

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) **convenient** (形容词)

方便的、便利的

干扰词 · 未选用

B) **creates** (动词)

创建、制定 (第三人称单数)

用于第 31 空

C) **critically** 副词

极其、关键地、批判地

用于第 35 空

D) **determine** 动词

决定、确定

用于第 29 空

E) **direction** 名词

方向

用于第 32 空

F) **hesitate** 动词

犹豫

干扰词 · 未选用

G) **inadequate** 形容词

不充分的、不足的

用于第 30 空

H) **inspired** 动词 形容词

激励 (过去式/过去分词) ; 受启发的

干扰词 · 未选用

I) **method** 名词

方法

干扰词 · 未选用

J) **minimal** 形容词

极小的、最低限度的

用于第 28 空

K) **rarely** 副词

很少、罕见地

用于第 26 空

L) **shelters** 名词 动词

(动物) 收容所; 庇护

用于第 34 空

M) **strengthen** 动词

加强、强化

用于第 33 空

N) **sufferings** 名词

痛苦、苦难

干扰词 · 未选用

O) **tortured** 动词 形容词

折磨、虐待 (过去式/过去分词) ; 备受折磨的

用于第 27 空

全文主旨

斗狗等动物斗殴罪量刑过轻，呼吁加重处罚并支持收容机构

文章开门见山指出量刑与罪行不匹配——Dog-fighting victims are __(27)__ and killed for profit and "sport," yet their criminal abusers often receive a __(28)__ sentence; 继而引出量刑指南陈旧 (those guidelines are outdated and extremely __(30)__), 呼吁提高最低刑期、强化法律并

支持照护机构 (to __(33)__ anti-cruelty laws across the country, as well as supporting laws and policies that assist overburdened animal __(34)__)。话题是动物斗殴量刑改革。

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。

A) **convenient** 看似形容词位适配，实则色彩与语境完全反向

最容易诱骗 28 题或 30 题位——两处都缺形容词；但 causing a lifetime of pain 和 outdated and extremely 给的都是负面语境，convenient 的中性偏褒色彩立刻露馅。识破口：见到“罪恶/陈旧/受苦”语境就别选 convenient。

F) **hesitate** 形态对（动词原形）但不及物搭配崩盘

29 题 when they __(29)__ penalties 与 33 题 to __(33)__ anti-cruelty laws 都需动词原形，hesitate 看似形态匹配；可它是不及物动词，后面接 to do 而非直接宾语。识破口：及物/不及物的小知识点能挡掉这种诱饵。

H) **inspired** 形态像 27 题过去分词，色彩却完全反向

27 题 are __(27)__ and killed 需要被动过去分词，inspired 形态一致最具迷惑性；但 inspired（受启发的）是褒义，与 killed 并列、与 cruelest crimes 语境彻底冲突。识破口：并列结构两侧色彩必须一致。

I) **method** 名词位看似都能填，但搭配不熟就错

32 题 This is a step in the right __(32)__ 处最像答案，因为 method（方法）勉强能讲；但 a step in the right direction 是英语固定短语，method 不在搭配里。识破口：固定短语优先于自由组合。

N) **sufferings** 复数名词形态像 34 题先行词，语义反角

34 题 overburdened animal __(34)__ that care for animal fighting victims 需要复数名词，sufferings 形态匹配；但“苦难”不会去 care for（照护）受害者，角色错位。识破口：定语从句谓语动作的执行者必须是“能干这事的角色”。

2 句真题句逐层精讲

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

But when it comes to one of the cruelest crimes, animal fighting, things rarely work out that way.

第1段，第2句

状语从句嵌入主句、且从句中包含同位语结构，是四六级和考研真题中常见的句式组合，掌握后可应用于大量类似长句的分析，典型性较高。

This help is critically important because the high cost of caring for animal victims is a major factor that prevents people from getting involved in cruelty cases in the first place.

第4段，第2句

原因状语从句加限制性定语从句的组合，在四六级和考研阅读中高频出现。主系表加原因解释的模式，以及定语从句修饰抽象名词（factor）的用法，都是常考句式，掌握后可大量复用。

本篇出现的 31 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。

guideline B2

n. 指导方针

本篇4次 · 真题 16 句

victim B1

n. 受害者

本篇3次 · 真题 17 句

case A2

n. 情况

本篇2次·真题 89 句

federal B2

adj. 联邦（制）的

本篇2次·真题 24 句

criminal B1

n. 罪犯

本篇2次·真题 20 句

commission B2

n. 佣金

本篇2次·真题 10 句

would A1

aux. (will 的过去式) 将要，会

本篇1次·真题 466 句

support A2

v. 支持

本篇1次·真题 118 句

factor B1

n. 因素

本篇1次·真题 77 句

major B1

adj. 主要的

本篇1次·真题 73 句

policy B1

n. 政策

本篇1次·真题 61 句

determine B2

v. 决定

本篇1次·真题 51 句

further B1

adv. 更远地

本篇1次·真题 41 句

rely B1

v. 依赖;依靠

本篇1次·真题 36 句

extremely B1

adv. 极其

本篇1次·真题 34 句

pain A2

n. 疼痛

本篇1次·真题 25 句

strengthen B2

v. 加强

本篇1次·真题 24 句

crime A2

n. 犯罪行为

本篇1次·真题 22 句

advocate B2

v. 拥护

本篇1次 · 真题 20 句

profit B1

n. 利润, 盈利

本篇1次 · 真题 20 句

propose B1

v. 提议

本篇1次 · 真题 20 句

judge B1

v. 判断, 评判

本篇1次 · 真题 19 句

penalty B1

n. 处罚

本篇1次 · 真题 19 句

roughly B1

adv. 大约, 大概

本篇1次 · 真题 19 句

commit B2

v. 承诺、保证做某事

本篇1次 · 真题 17 句

involved B1

adj. 参与的

本篇1次 · 真题 16 句

rarely B1

adv. 很少, 难得, 不常

本篇1次 · 真题 14 句

lifetime B1

n. 一生, 终生

本篇1次 · 真题 13 句

assist B1

v. 帮助

本篇1次 · 真题 11 句

heavily B1

adv. 大量地

本篇1次 · 真题 11 句

shelter B1

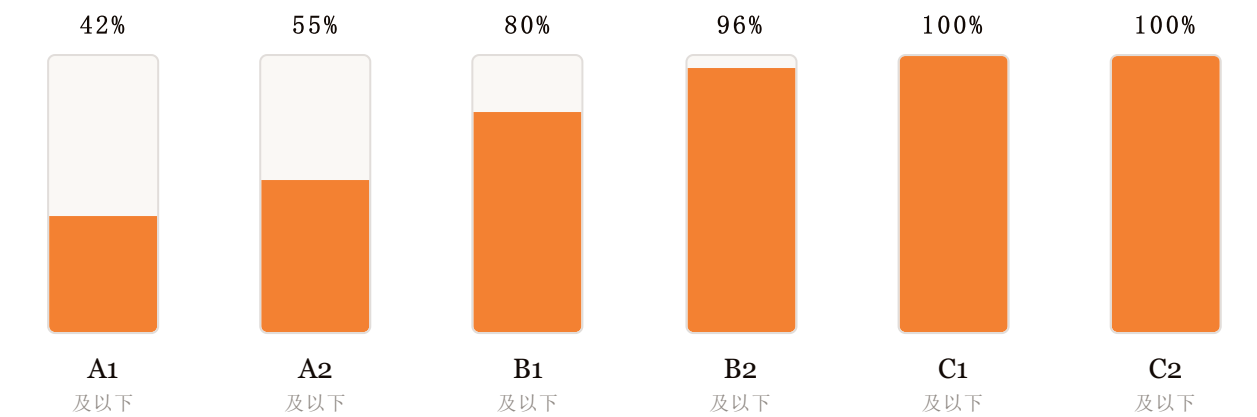
n. 遮蔽处

本篇1次 · 真题 11 句

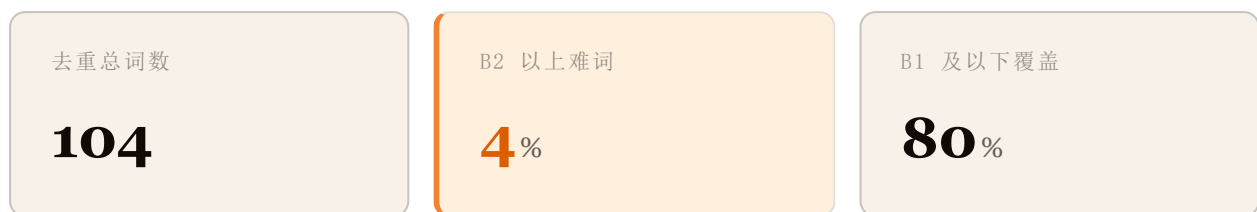
VOCABULARY · 词汇难度分布

全文 104 词按 CEFR 难度累积覆盖

带空短文去重后共 **104** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 4 个 · 约 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 104 个 · 末柱为 100%



英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2016年12月第1套共用 · 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3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3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3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**.

When Work Becomes a Game

A) What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.

是什么激励员工把工作做好?对一些人来说,是与同事的竞争。对另一些人来说,是对奖励的期待。对少数幸运者而言,是解决问题的纯粹乐趣。

B) Increasingly, companies are tapping into these desires directly through what has come to be known as "gamification": essentially, turning work into a game. "Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education," explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.

越来越多的公司正在通过被称为"游戏化"的方式直接利用这些欲望:本质上就是把工作变成游戏。"游戏化是关于理解是什么让游戏具有吸引力,以及游戏设计师如何在游戏中创造出出色的体验,然后将这些经验应用到其他情境中,比如职场和教育,"美国宾夕法尼亚大学沃顿商学院任教的游戏化专家Kevin Werbach解释道。

C) It might mean monitoring employee productivity on a digital leaderboard and offering prizes to the winner, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L'Oréal to IBM to Wells Fargo are known to use some degree of gamification in their

workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020.

它可能意味着在数字排行榜上监控员工的生产力并向获胜者提供奖品,或者为完成特定活动的员工颁发数字徽章或星标。它也可能意味着通过电子游戏平台培训员工如何完成工作。从Google到L'Oréal,再到IBM和Wells Fargo,这些公司都以在职场中使用某种程度的游戏化而闻名。而且越来越多的公司正在加入它们。最近的一份报告显示,全球游戏化市场将从2015年的16.5亿美元增长到2020年的111亿美元。

- D) The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people's reward-seeking or competitive spirits. Cracker Jacks has been "gamifying" its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of-the-century steel magnate(巨头) Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.

游戏化的概念并非全新,Werbach说。长期以来,公司、营销人员和教师一直在寻找有趣的方式来激发人们寻求奖励或竞争的精神。他补充说,Cracker Jacks在其零食中放入小奖品来"游戏化"已有100多年历史,而且据说世纪之交的钢铁巨头Charles Schwab经常走进他的工厂,在车间地板上写下上一班次生产的钢铁吨数,从而激励下一班次的工人超越前一班次。

- E) But the word "gamification" and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. "We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too," Werbach says.

但"游戏化"这个词以及对这一概念广泛、有意识的应用大约在五年前才真正开始,Werbach说。部分归功于电子游戏,现在进入职场的这一代人对将工作游戏化的想法特别开放。"我们正处于这样一个时刻:在发达世界的大部分地区,绝大多数年轻人是在玩电子游戏中成长起来的,而且玩这些电子游戏的成年人比例也越来越高,"Werbach说。

- F) A number of companies have sprung up—GameEffective, Bunchball and Badgeville, to name a few—in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees' ordinary job tasks into part of a rich adventure narrative. "What makes a game-like is that the player actually cares about the outcome," Werbach says. "The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology."

近年来涌现出许多公司——仅举几例,GameEffective、Bunchball和Badgeville——为企业提供游戏化平台。最有效的平台将员工的日常工作任务转化为丰富冒险叙事的一部分。"让某事物像游戏的原因在于玩家真正关心结果,"Werbach说。"其原则是理解什么能激励这群玩家,这需要对心理学有一定的了解。"

- G) Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leader board showing who is winning at all times. Others are more motivated by collaboration and social experiences. One company Werbach has

studied uses gamification to create a sense of community and boost employees' morale(士气). When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.

有些人受竞争激励,Werbach说。销售人员往往属于这一类。对他们来说,合适的游戏化方式可能是将他们的销售演示变成与其他团队成员的竞争,配上显示谁一直在获胜的数字排行榜。其他人则更多地受协作和社交体验的激励。Werbach研究过的一家公司使用游戏化来创造社区感并提升员工士气。当员工登录电脑时,他们会看到一位同事的照片,并被要求猜出那个人的名字。

- H) Gamification does not have to be digital. Monica Cornetti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed "storm chaser teams" and competed in storm-themed educational exercises to earn various rewards. "Rewards do not have to be stuff," Cornetti says. "Rewards can be flexible working hours." Another training, this one for payroll law, used a Snow White and the Seven Dwarfs theme. "Snow White" is available for everyone to use, but the "dwarfs" are still under copyright, so Cornetti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific payroll law principles.

游戏化不一定是数字化的。Monica Cornetti经营一家将员工培训游戏化的公司。有时这涉及技术,但通常不涉及。她最近为一家销售培训公司设计了一个以追逐风暴为主题的游戏化策略。员工组成"风暴追逐者团队",在以风暴为主题的教育练习中竞争以获得各种奖励。"奖励不必是物品,"Cornetti说。"奖励可以是灵活的工作时间。"另一个培训是关于工资法的,使用了白雪公主和七个小矮人的主题。"白雪公主"可供所有人使用,但"小矮人"仍受版权保护,因此Cornetti创造了发音相似的角色(Grumpy Gus、Dopey Dan)来说明具体的工资法原则。

- I) Some people do not take naturally to gamified work environments, Cornetti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. "If we are designing for engineers, I'm not talking about a 'game' at all," Cornetti says. "I'm talking about a 'simulation'(模拟), I'm talking about 'being able to solve this problem.'"

有些人天生不适应游戏化的工作环境,Cornetti说。根据她的经验,处于权力位置的人或从事金融或工程工作的人往往不喜欢这个词的感觉。"如果我们是为工程师设计,我根本不会谈论'游戏',"Cornetti说。"我谈论的是'模拟',我谈论的是'能够解决这个问题'。"

- J) Gamification is "not a magic bullet," Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leader boards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a Los Angeles Times article, one employee referred to the board as a "digital whip." "It actually had a very negative effect on morale and performance," Werbach says.

游戏化"不是灵丹妙药,"Werbach警告说。没有经过充分思考或未能很好地适应其参与者的游戏化策略可能会在短期内吸引人们,但不会长期激励人们。它也可能具有剥削性,尤其是在用于弱势群体时。对于工人,尤其是低薪工人,他们迫切需要工作却知道自己很容易被替换,游戏化可能更像是《饥饿游戏》。

Werbach举了加利福尼亚州阿纳海姆几家迪士尼乐园酒店的例子,这些酒店使用大型数字排行榜来显示洗衣工人相互之间的工作效率。一些员工觉得排行榜很有激励作用。对其他人来说,这恰恰相反。一些人开始不上厕所,担心如果生产力下降就会被解雇。怀孕的员工努力跟上进度。在《洛杉矶时报》的一篇文章中,一名员工将该排行榜称为“数字鞭子”。“它实际上对士气和绩效产生了非常负面的影响,”Werbach说。

K) Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games." "We are far from reaching the peak," Cornetti agrees. "There is no reason this will go away."

尽管如此,他说,游戏化只会变得更受欢迎,“因为越来越多熟悉数字游戏结构和表达方式的人进入职场。”“我们远未达到顶峰,”Cornetti表示同意。“没有理由这会消失。”

陈述句与逐句解析

36. Some famous companies are already using gamification and more are trying to do the same.

一些知名公司已经在使用游戏化,更多公司正试图做同样的事情。

【答案】 C 段 (强锚点)

【锚点】 知名公司+更多公司在跟进

【定位】 Companies from Google to L'Oréal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them.

从 Google 到欧莱雅、IBM、富国银行等公司,都已知在职场中使用了某种程度的游戏化。而且越来越多的公司正在加入它们。

【改写】 Some famous companies are already using gamification ↔

Companies from Google to L'Oréal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces

上位词换下位列举

more are trying to do the same ↔ **more and more companies are joining them**

同义短语换说法

【辨邻】 F 段虽然出现了 A number of companies have sprung up, 也是“公司”+“新出现”的搭配,看起来很像 more are joining, 但 GamEffective, Bunchbail and Badgeville 都是“提供游戏化平台”的公司,与陈述句“famous companies are already using gamification”的“使用方”主语不符。

A number of companies have sprung up—GamEffective, Bunchbail and Badgeville, to name a few—in recent years offering gamification platforms for businesses

37. Gamification is not a miracle cure for all workplaces as it may have negative results.

游戏化并非所有工作场所的灵丹妙药,因为它可能产生负面结果。

【答案】 J 段 (强锚点)

【锚点】非万能良方+负面结果

【定位】Gamification is "not a magic bullet," Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations.

Werbach 警告说，游戏化“不是万能良方”。一种没有充分思考、没有为玩家量身定制的游戏化策略，可能短时间内吸引人，但长期来看不会持续激励人。它还可能具有剥削性，尤其是当用在脆弱群体身上时。

【改写】not a miracle cure for all workplaces ↔ **not a magic bullet**

近义成语对换

may have negative results ↔ **It can also be exploitative**

抽象概括上位

38. To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.

为了提升士气，一家公司要求员工在启动电脑时识别他们的同事。

【答案】G 段（强锚点）

【锚点】登录电脑辨认同事

【定位】One company Werbach has studied uses gamification to create a sense of community and boost employees' morale(士气). When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.

Werbach 研究过的一家公司利用游戏化来营造社区感、提升员工士气。员工登录电脑时，会看到一位同事的照片，被要求猜出此人的名字。

【改写】To enhance morale ↔ **boost employees' morale**

动词同义替换

asks its employees to identify their fellow workers ↔ **asked to guess that person's name**

上位动词换具体动作

when starting their computers ↔ **When employees log in to their computers**

近义动词换说法

39. The idea of gamification was practiced by some businesses more than a century ago.

游戏化的理念在一个多世纪前就已被一些企业实践过。

【答案】D 段（强锚点）

【锚点】一百多年前的商业实践

【定位】 Cracker Jacks has been "gamifying" its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of-the-century steel magnate(巨头) Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.

他补充说, Cracker Jacks 公司在零食里放一个小奖品来“游戏化”自家产品已经做了一百多年; 而世纪之交的钢铁巨头 Charles Schwab 据说常常走进工厂, 把上一班产出的钢铁吨数写在车间地板上, 以此激励下一班工人超过上一班。

【改写】 The idea of gamification was practiced by some businesses more than a century ago ↔

Cracker Jacks has been “gamifying” its snack food by putting a small prize inside for more than 100 years

century=100 年的等值换算

【辨邻】 E E 段虽然也带时间数字 only began in earnest about five years ago, 但说的是“游戏化这个词与自觉应用”近期才兴起, 方向是“近”; 陈述句问“more than a century ago”方向是“远”, 两者完全相反, 不能当源头段。

But the word “gamification” and the widespread, conscious application of the concept only began in earnest about five years ago

40. There is reason to believe that gamification will be here to stay.

有理由相信游戏化将会长期存在。

【答案】 K 段(强锚点)

【锚点】 游戏化将长期存在

【定位】 Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games." "We are far from reaching the peak," Cornetti agrees. "There is no reason this will go away."

他说, 尽管如此, 随着越来越多熟悉数字游戏的结构与表达的人进入职场, 游戏化只会变得更受欢迎。Cornetti 也赞同: “我们远没有达到顶峰”, “没有理由相信这会消失”。

【改写】 gamification will be here to stay ↔ **There is no reason this will go away**

肯定↔双重否定的等值

There is reason to believe that ↔ **We are far from reaching the peak**

前景判断的语义吻合

【辨邻】 C C 段虽然也讲增长 grow from \$1.65 billion in 2015 to \$11.1 billion by 2020, 但只是市场规模的阶段性数字预测, 并不像 K 段那样给出“会长期存在、不会消失”的整体判断。陈述句问的是“会留下来”的结论性预言, 不是“会增长多少钱”的数字趋势。

A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020

41. Video games contributed in some ways to the wide application of gamification.

电子游戏在某些方面促进了游戏化的广泛应用。

【答案】 E 段 (强锚点)

【锚点】 电子游戏推动了游戏化普及

【定位】 But the word "gamification" and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified.

但是 Werbach 说,“游戏化”这个词以及对这一概念的广泛、自觉的应用,大约只在五年前才真正开始。部分得益于电子游戏,正在进入职场的这一代人对工作被游戏化的想法尤为开放。

【改写】 Video games contributed in some ways to the wide application of gamification ↔

Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified

因果短语的同义替换

the wide application of gamification ↔ **the widespread, conscious application of the concept**
近义形容词替换

【辨邻】 K K 段虽然也提到 more and more people come into the workforce who are familiar with the structures and expressions of digital games, 但语气是面向未来——“会”让游戏化更流行; 陈述句 contributed 是过去时, 问“已经促成了”, 与 K 段的“将”不在同一时间维度。

gamification only stands to become more popular, he says, “as more and more people come into the workforce who are familiar with the structures and expressions of digital games”

42. When turning work into a game, it is necessary to understand what makes games interesting.

在将工作转变为游戏时,有必要理解是什么使游戏变得有趣。

【答案】 B 段 (弱锚点)

【锚点】 理解游戏为何有趣是前提

【定位】 "Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education," explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.

宾夕法尼亚大学沃顿商学院的游戏化专家 Kevin Werbach 解释说:“游戏化的核心,是理解究竟是什么让游戏吸引人、游戏设计师怎样在游戏中创造出色体验,然后把这些经验运用到职场、教育等其他场景中。”

【改写】 When turning work into a game ↔ **Gamification is about**

动词短语换名词定义

it is necessary to understand what makes games interesting ↔

understanding what it is that makes games engaging

近义形容词替换+情态等值

【辨邻】 **F** F 段同样讲“游戏化的原理” The principle is about understanding what is motivating to this group of players, 看起来很像“必须理解什么让游戏吸引人”。但 F 段的关键词是 motivating to this group of players (对这群玩家有激励作用), 是落到“具体玩家群”的下游设计原则; 而 B 段是 makes games engaging (让游戏本身吸引人) 的根本定义——陈述句问的是“游戏化的定义性前提”, 应归 B 段。

The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology

43. Gamification in employee training does not always need technology.

员工培训中的游戏化并不总是需要技术。

【答案】 **H** 段 (强锚点)

【锚点】 员工培训不总需要技术

【定位】 Monica Cornetti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. ... Gamification does not have to be digital.

Monica Cornetti 经营一家把员工培训游戏化的公司。有时会用到技术, 但通常并不用。.....游戏化不必是数字化的。

【改写】 Gamification in employee training does not always need technology ↔

Sometimes this involves technology, but often it does not

频率副词的等值替换

does not always need technology ↔ **Gamification does not have to be digital**

情态等值+技术↔数字化

44. The most successful gamification platforms transform daily work assignments into fun experiences.

最成功的游戏化平台将日常工作任务转变为有趣的体验。

【答案】 **F** 段 (强锚点)

【锚点】 最成功的平台把日常工作变成有趣体验

【定位】 The platforms that are most effective turn employees' ordinary job tasks into part of a rich adventure narrative.

最有效的那些平台把员工的日常工作任务变成一段丰富冒险叙事的一部分。

【改写】 The most successful gamification platforms ↔ **The platforms that are most effective**
最高级近义替换

transform daily work assignments ↔ **turn employees' ordinary job tasks**
动词与名词组双替换

into fun experiences ↔ **into part of a rich adventure narrative**
抽象概括上位

【辨邻】 **H** H 段也有“把工作变成游戏”的味道 Employees formed “storm chaser teams” and competed in storm-themed educational exercises, 但主语是 employee trainings 与具体培训公司, 不是 gamification platforms。陈述句问 platforms, 应归 F 段。

Monica Cornetti runs a company that gamifies employee trainings

45. It is necessary to use terms other than "gamification" for some profession.

对于某些职业,有必要使用“游戏化”以外的术语。

【答案】 **I** 段 (强锚点)

【锚点】 对某些职业要换用别的词

【定位】 "If we are designing for engineers, I'm not talking about a 'game' at all," Cornetti says. "I'm talking about a 'simulation'(模拟), I'm talking about 'being able to solve this problem.'"
Cornetti 说: “如果我们是为工程师做设计, 我根本就不提‘游戏’这个词。我会说‘模拟’、说‘能够解决这个问题’。”

【改写】 use terms other than “gamification” ↔ **I'm not talking about a 'game' at all**
肯定换否定的等值

use terms other than “gamification” ↔ **I'm talking about a 'simulation'(模拟)**
其他术语的具体落地

for some profession ↔ **If we are designing for engineers**
上位类别换具体职业

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 开门设问：员工把工作做好的动力来自哪里，列举了竞争、奖励、解题乐趣三种动机，为下文引入游戏化做铺垫。

信息指纹 三种动机并列

B 正式定义 gamification（游戏化），并由 Wharton 商学院专家 Werbach 给出权威解释——把游戏吸引人的要素与设计手法迁移到工作、教育等场景。

信息指纹 Werbach 定义游戏化

C 列举游戏化在公司中的具体做法（数字排行榜、徽章、视频游戏培训），并点名 Google、欧莱雅、IBM、富国银行等大公司已在使用，加上市场规模数据，说明它正在迅速扩张。

信息指纹 知名公司名单与市场规模

D 指出游戏化概念并非全新——公司、营销人、教师早就尝试用有趣方式调动人的奖励欲与竞争心，并举出 Cracker Jacks 一百多年前的零食奖品和钢铁巨头 Charles Schwab 在工厂地板写产量的两个历史例子。

信息指纹 百年前的两个历史例证

E 解释为什么“gamification”一词及其自觉应用大约只在五年前才真正流行——电子游戏一代进入职场，对工作被游戏化非常接受。

信息指纹 电子游戏一代进入职场

F 近年涌现一批游戏化平台公司（GameEffective、Bunchbail、Badgeville），并指出最有效的平台能把日常工作任务变成一段“丰富的冒险叙事”，背后需要心理学理解。

信息指纹 把日常工作变成冒险叙事

G 区分两类员工——好竞争的（如销售）与好协作的；前者适合销售排行榜式游戏化，后者用社交方式，并举例一家公司在登录电脑时让员工辨认同事照片以增强归属感。

信息指纹 登录电脑辨认同事姓名

H Monica Cornetti 经营一家做员工培训游戏化的公司；游戏化不必依赖技术，举了“追风暴”主题销售培训和“白雪公主”主题的工资法培训两个例子。

信息指纹 非数字化培训的两个主题

I 指出有些岗位不接受“游戏”这个词——身居要职者、财务、工程师等会反感；面对工程师时要换说法，叫“模拟”或“解决问题”。

信息指纹 对工程师改称模拟

J Werbach 警告：游戏化不是万能良方，设计不当或对脆弱群体会变成剥削；举迪士尼乐园洗衣工的数字排行榜为例，员工因怕被辞退不敢上厕所，怀孕员工跟不上节奏，效果适得其反。

信息指纹 迪士尼洗衣工的数字鞭子

K 结尾展望：随着熟悉数字游戏的人持续涌入职场，游戏化只会更加流行；Cornetti 也认同“远未到顶峰，没有理由消失”。

信息指纹 远未到顶峰、不会消失

SENTENCE INSIGHTS • 句子精讲

13 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。

Increasingly, companies are tapping into these desires directly through what has come to be known as "gamification": essentially, turning work into a game.

B段，第1句

本句成分丰富：包含主语、谓语、宾语、多个状语（句首副词状语、方式状语 directly、介词短语状语 through...）、同位语，以及嵌套从句内部的主谓状结构。特别是 through 引导的介词短语作状语且内含宾语从句，以及冒号后的同位语解释，这些都是实际文本中常见的易错点和重点考查对象，训练价值较高。

It could also mean training employees how to do their jobs through video game platforms.

C段，第2句

情态动词 + 动词原形 + 动名词短语作宾语的结构在四六级和考研阅读中较为常见，属于典型的表达可能性或建议的句式，掌握后可迁移到类似句型。

And more and more companies are joining them.

C段，第4句

这种“连接词开头 + 主语 + 进行时谓语 + 宾语”的句式非常常见，阅读里经常出现。掌握这种基础顺序后，能迁移到大量普通陈述句。

A recent report suggests that the global gamification market will grow from \$1.65 billion in 2015 to \$11.1 billion by 2020.

C段，第5句

“名词主语 + 表示观点或报告的谓语 + that 从句”是考试和正式文本里很常见的表达框架。掌握这种句型后，迁移到 “report shows”、“study suggests”、“evidence indicates” 一类句子都很有帮助。

Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified.

E段，第2句

“名词加分词短语作后置修饰”以及“形容词加介词短语作表语”都是考试阅读里很常见的结构。掌握这句的拆法，能迁移到大量类似的说明类句子。

"We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too," Werbach says.

E段，第3句

宾语从句 + 定语从句修饰表语中的名词 + 定语从句内并列结构，是四六级和考研阅读中极为高频的学术陈述句式，掌握后可直接迁移到大量类似长难句的分析中

For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games.

J段，第4句

主干被遮挡、含嵌套从句与情态被动、成分丰富又高度典型，各维度普遍偏高，作为结构与时态综合训练材料很值得优先选用。

Still, gamification only stands to become more popular, he says, "as more and more people come into the workforce who are familiar with the structures and expressions of digital games."

K段，第1句

as引导的原因或时间状语从句加嵌套定语从句是四六级和考研阅读中的高频句式,主句中stand to do表趋势的用法也常见,句型代表性强,掌握后可大量迁移

"We are far from reaching the peak," Cornetti agrees.

K段，第2句

覆盖主谓宾结构和主系表结构两种基本句型，宾语从句作为引述结构的常见形式有练习价值；但成分种类有限，无定状补等其他成分，坑点不多

Some famous companies are already using gamification and more are trying to do the same.

第36题题干

并列主句加进行时，再配一个常见的 "try to do" 结构，这是英语阅读中非常常见的句式。掌握这种识别路径后，迁移到大量说明类句子都很有用。

When turning work into a game, it is necessary to understand what makes games interesting.

第42题题干

"it is + 形容词 + to do"和"what..."引出的内容小句都很常见，属于考试和阅读里经常出现的典型结构。掌握这类句式后，迁移到大量相似句子都很有帮助。

The most successful gamification platforms transform daily work assignments into fun experiences.

第44题题干

这种“主语 + 动词 + 宾语 + 结果补足成分”的句型很常见，阅读里也经常出现。掌握后可以迁移到很多类似的“把甲变成乙”表达。

It is necessary to use terms other than "gamification" for some profession.

第45题 题干

"It is + 形容词 + to do" 是英语里非常常见的判断句式，考试和正式表达里都反复出现。掌握这种结构后，迁移到 "It is important to..."、"It is difficult to..." 一类句子都很直接。

HIGH-FREQUENCY · 真题高频词

本篇出现的 99 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。

gamification

C1

n. 游戏化（在非游戏场景中应用游戏机制）

本篇24次 · 真题 23 句

employee

A2

n. 雇员，员工

本篇14次 · 真题 194 句

digital

B1

adj. 数字的

本篇7次 · 真题 75 句

motivate

B2

v. 激励

本篇5次 · 真题 33 句

reward

B1

n. 报酬

本篇4次 · 真题 56 句

platform

B1

n. 平台

本篇4次 · 真题 24 句

workplace

B1

n. 工作场所

本篇3次 · 真题 48 句

player

A2

n. 运动员

本篇3次 · 真题 17 句

actually

A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇2次 · 真题 148 句

design

B1

n. 设计

本篇2次 · 真题 132 句

engage B2

v. 参与;从事

本篇2次·真题 57 句

negative B1

adj. 否定的

本篇2次·真题 57 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇2次·真题 53 句

strategy B2

n. 策略

本篇2次·真题 53 句

shift B1

v. 移动

本篇2次·真题 49 句

billion B1

num. 十亿 (1,000,000,000)

本篇2次·真题 41 句

concept B2

n. 概念

本篇2次·真题 38 句

application B1

n. 申请

本篇2次·真题 30 句

productivity B2

n. 生产率

本篇2次·真题 30 句

understanding B1

n. 理解;领悟

本篇2次·真题 28 句

principle B2

n. 原则, 准则

本篇2次·真题 26 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇2次·真题 24 句

theme B1

n. 主题

本篇2次·真题 14 句

coworker B1

n. 同事

本篇2次·真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 466 句

effect A2

n. 影响

本篇1次·真题 156 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 137 句

learning A1

n. 学习

本篇1次·真题 120 句

expert B1

n. 专家

本篇1次·真题 89 句

community B1

n. 社区

本篇1次·真题 81 句

global B2

adj. 全球的

本篇1次·真题 81 句

contribute B1

v. 捐献

本篇1次·真题 74 句

performance B1

n. 表演

本篇1次·真题 66 句

involve B1

v. 包含

本篇1次·真题 65 句

effective B1

adj. 有效的, 起作用的

本篇1次·真题 63 句

united B1

adj. 联合的

本篇1次·真题 60 句

power A2

n. 权力

本篇1次·真题 59 句

apply A2

v. 申请

本篇1次·真题 58 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 58 句

identify B1

v. 识别

本篇1次·真题 54 句

struggle B1

v. 奋斗

本篇1次·真题 54 句

desire B2

n. 愿望

本篇1次·真题 52 句

various B1

adj. 各种各样的

本篇1次·真题 52 句

available A2

adj. 可获得的

本篇1次·真题 48 句

recently A2

adv. 最近

本篇1次·真题 48 句

easily A2

adv. 容易地

本篇1次·真题 47 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 47 句

boost B2

v. 提高

本篇1次·真题 46 句

educational B1

adj. 教育的

本篇1次·真题 45 句

generation B2

n. 一代人

本篇1次·真题 44 句

states A1

n. 国家

本篇1次·真题 43 句

specific B2

adj. 具体的

本篇1次·真题 42 句

majority B2

n. 大多数, 大部分

本篇1次·真题 40 句

working A2

adj. 有工作的

本篇1次·真题 39 句

display B1

v. 展示

本篇1次·真题 38 句

enhance B2

v. 提高

本篇1次·真题 37 句

previous B1

adj. 先前的

本篇1次·真题 37 句

snack A2

n. 零食

本篇1次·真题 37 句

engineering B1

n. 工程学

本篇1次·真题 33 句

outcome B2

n. 结果

本篇1次·真题 31 句

assignment B1

n. (学校的) 作业、任务

本篇1次·真题 29 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 28 句

familiar B1

adj. 熟悉的

本篇1次·真题 28 句

competitive B2

adj. 竞争的

本篇1次·真题 26 句

thus B2

adv. 因此, 所以

本篇1次·真题 26 句

designer B1

n. 设计师

本篇1次·真题 24 句

character B1

n. 性格

本篇1次·真题 23 句

vulnerable C1

adj. 易受伤害的

本篇1次·真题 23 句

directly B1

adv. 直接地

本篇1次·真题 22 句

entirely B1

adv. 完全地

本篇1次·真题 22 句

flexible B2

adj. 灵活的

本篇1次·真题 22 句

stuff A2

n. 东西

本篇1次·真题 22 句

ordinary B1

adj. 普通的

本篇1次·真题 21 句

structure B1

n. 结构

本篇1次·真题 20 句

vast B2

adj. 巨大的

本篇1次·真题 20 句

widespread B2

adj. 广泛的

本篇1次·真题 20 句

hunger B1

n. 饥饿

本篇1次·真题 19 句

compete B1

v. 竞争

本篇1次·真题 18 句

transform B2

v. 使彻底改变;使转变

本篇1次·真题 18 句

worried A2

adj. 担心的

本篇1次·真题 18 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 17 句

percentage B1

n. 百分比, 百分率

本篇1次·真题 15 句

thanks A1

intj. 谢谢

本篇1次·真题 15 句

naturally B1

adv. 自然地

本篇1次·真题 14 句

tap B1

v. 轻敲、轻拍

本篇1次·真题 14 句

expression B1

n. 表达

本篇1次·真题 13 句

fellow B2

n. 家伙

本篇1次·真题 13 句

cure B1

v. 治愈 (疾病)

本篇1次·真题 12 句

finance B2

n. 财政

本篇1次·真题 11 句

psychology B2

n. 心理学

本篇1次·真题 11 句

category B1

n. 类别

本篇1次 · 真题 10 句

essentially B2

adv. 本质上

本篇1次 · 真题 10 句

illustrate B2

v. 说明

本篇1次 · 真题 10 句

peak B1

n. 山峰

本篇1次 · 真题 10 句

profession B2

n. 职业（尤指需要专门技能和培训的）

本篇1次 · 真题 10 句

adventure B1

n. 冒险经历

本篇1次 · 真题 9 句

collaboration B2

n. 合作

本篇1次 · 真题 9 句

narrative C1

n. 叙述

本篇1次 · 真题 9 句

developed B1

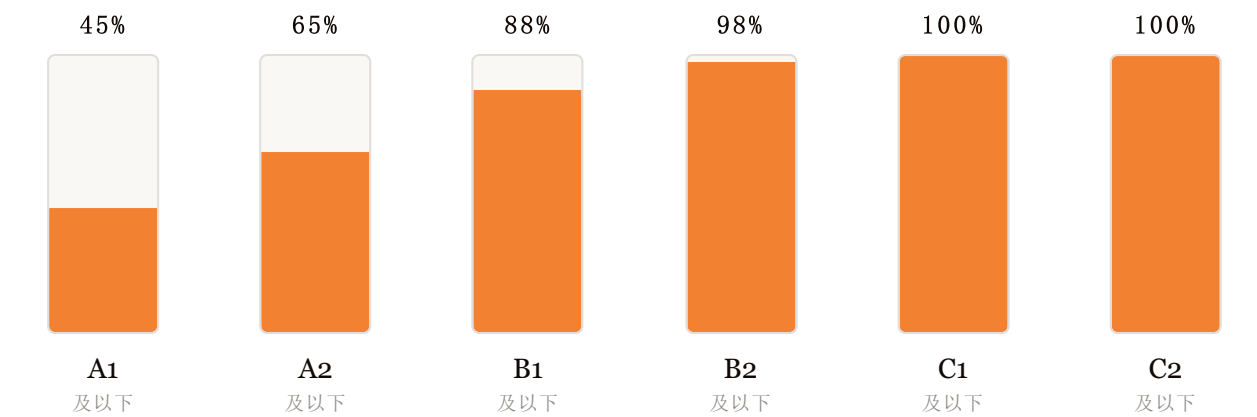
adj. 发达的

本篇1次 · 真题 8 句

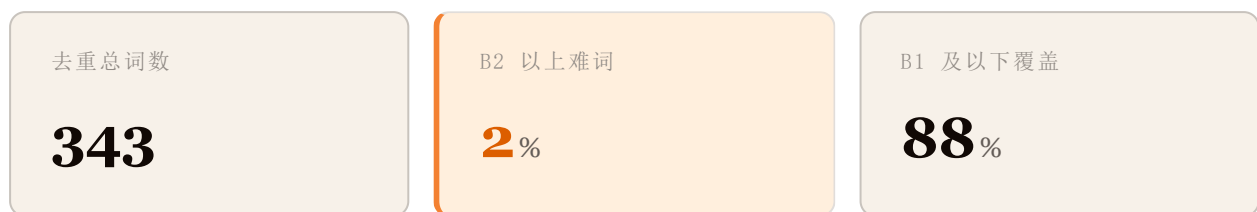
VOCABULARY · 词汇难度分布

全文 343 词按 CEFR 难度累积覆盖

全文去重后共 **343** 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 8 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 343 个 · 末柱为 100%



英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2016年12月第1套共用 · 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3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3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1-P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3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 Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

最近我参加了几次会议，会上我们讨论了留住学生和防止年轻教师流失到其他地方的方法。

P2 It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house(信息交流中心) for using technology in classrooms and in online courses. It's an administrative sham(欺诈) of the kind that has multiplied over the last 30 years.

高等教育似乎已经变成了一个由会议召集者组成的产业，他们的任务是“解决问题”——无论是真实的还是想象的。在我担任三所不同大学教授的职位上，教育我们年轻人和年长学生的实际问题已经加深，而被雇用的人数——不是去教学而是去开会——却显著增加了。每一个新问题都为行政解决者创造了一个新职位。以我们的卓越教学中心为例。与其名称相反，该中心是一个在教室和在线课程中使用技术的信息交流中心。这是一种在过去30年里成倍增加的行政欺诈。

P3 I offer a simple proposition in response: Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic(官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our

administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

我对此提出一个简单的建议:我们的许多问题——课堂出勤率、教育成功、学生幸福感和福祉——可能会通过削减官僚机制和会议,转而雇用大量优秀教师来得到改善。如果我们用课堂教师替换一半的行政人员,我们实际上可能让大多数班级回到每位教师20名或更少学生的规模。这将是一个教师和学生真正彼此了解的环境。

P4 The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

教师必须有自由以自己的方式教学——课程设置应该足够灵活,以便他们能够运用个人才能来实现课程目标。此外,他们应该被允许教学,并因教学出色而获得奖励。教师不是那些擅长研究、专注于研究并恰好出现在课堂上的人。优秀的教学和研究并不互斥,但它们也不是自动相伴的。教学是一门艺术和技艺,是天赋和实践;它不是任何人都能擅长的事情。令我完全困惑的是,人们竟然不认识到这一点,尽管几乎任何当过学生的人都能分辨出他们最好和最差的教师之间的区别。

题目与逐题解析

46. What does the author say about present-day universities?

- A) They are effectively tackling real or imagined problems.
- B) They often fail to combine teaching with research.
- C) They are over-burdened with administrative staff.
- D) They lack talent to fix their deepening problems.

作者对当今大学有何看法?

- A) 它们正在有效地解决真实或想象中的问题。 B) 它们往往无法将教学与研究结合起来。
C) 它们的行政人员负担过重。 D) 它们缺乏解决日益严重问题的人才。

【答案】 C (细节题)

【判型】 What does the author say about present-day universities? 用 say 直接问观点陈述, 不含 infer/imply, 是对原文一句观点的转述。

【拆句】 题干 What does the author say about present-day universities? 是一个简单的 wh- 特殊疑问句: What 作 say 的宾语, about present-day universities 作 say 的状语补足语, 句式平铺直叙、无陷阱。

【定位】 It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly.

高等教育似乎已经成了一个开会人的行业，他们的任务是‘解决’真实或想象出来的问题。而以我作为三所不同大学教授的经历来看，教育年轻人与年长学生的实际问题在加深，与此同时被招进来的人——不是来教书而是来开会的——数量在显著上升。

【选项】 A) 与原文相反

effectively tackling real or imagined problems 把原文的 "solve" problems 当真，而原文加了引号、且明说 the actual problems...have deepened——作者立场恰恰是‘没解决’。

B) 答非所问

often fail to combine teaching with research 涉及教学与研究关系，是 Good teaching and research are not exclusive, but they are also not automatic companions. 中的话题，但与题干问的 present-day universities 现状无关——把后段次要话题硬挪到本题作答。

C) ✓ 正确

the number of people hired—not to teach but to hold meetings—has increased significantly ↔

over-burdened with administrative staff

hired—not to teach but to hold meetings ↔ **administrative staff**

预判要点‘开会者激增、教学问题反而加深’，‘恰好被 over-burdened with administrative staff 一对一覆盖。

D) 无中生有

lack talent to fix their deepening problems 中‘缺人才’这一判断，作者通篇没说——原文只批评行政人员太多、好教师不够，并未说大学缺解决问题的人才。

47. According to the author, what kind of people do universities lack most?

- A) Good classroom teachers.
- B) Efficient administrators.
- C) Talented researchers.
- D) Motivated students.

根据作者的观点,大学最缺乏什么样的人?

A) 优秀的课堂教师。 B) 高效的管理人员。 C) 有才华的研究人员。 D) 积极主动的学生。

【答案】 A (细节题)

【判型】 According to the author 直接问作者笔下的事实陈述，是细节题的标志性引语。

【拆句】 题干 According to the author, what kind of people do universities lack most? 主句是 what kind of people 引导的 wh- 疑问句, universities 作主语、lack 作谓语、most 是副词最高级修饰 lack, According to the author 是插入语; 结构清晰、无陷阱。

【定位】 Every new problem creates a new job for an administrative fixer.

每出现一个新问题, 就会为一个行政'修补匠'创造出一个新岗位。

【选项】 A) ✓ 正确

hiring an army of good teachers ↔ **Good classroom teachers**

hired—not to teach but to hold meetings ↔ **Good classroom teachers**

题干 lack most → 找稀缺端 → 预判即'好教师', Good classroom teachers 与之一对一吻合。

B) 与原文相反

原文连用 industry of meeting-holders 与 administrative fixer 双重贬称, 明确把 administrators 视为过剩端; Efficient administrators 把过剩端误读为稀缺端。

C) 答非所问

Talented researchers 中 researchers 仅在 Teachers are not people who are great at and consumed by research and happen to appear in a classroom. 里以否定方式出现, 且没说研究人才稀缺, 硬扯过来作答。

D) 无中生有

Motivated students 谈学生动力, 全文未做此判断; 作者只说 retain students, 没说学生没动力。

48. What does the author imply about the classes at present?

A) They facilitate students' independent learning.

B) They help students form closer relationships.

C) They have more older students than before.

D) They are much bigger than is desirable.

作者对目前的课堂有何暗示?

A) 它们促进学生的自主学习。 B) 它们帮助学生形成更紧密的关系。

C) 它们比以前有更多年龄较大的学生。 D) 它们的规模远大于理想状态。

【答案】 D (推断题)

【判型】 What does the author imply about the classes at present? 的 imply 决定本题答案是原文的一步逻辑延伸。

【拆句】 题干 What does the author imply about the classes at present? 是 wh- 特殊疑问句, imply 是谓语, about the classes at present 是 imply 的状语; 结构平铺直叙、无陷阱。

【定位】 If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher.

如果我们把一半行政人员替换成课堂教师，我们或许真能让多数班级回到每位老师 20 名或更少学生的状态。

【选项】 A) **无中生有**

facilitate students' independent learning 谈自主学习，文中从未讨论；作者强调的是师生彼此熟识，而非学生独立。

B) **偷换概念**

help students form closer relationships 中 closer relationships 与 teachers and students actually knew each other 有部分相关，但原文的对象是师生互识、不是同学之间；选项偷换了关系对象。

C) **无中生有**

more older students than before 把 older students 的修饰语片段拼成本题命题，但原文从未比较过往与现在的年长学生数量。

D) **✓ 正确**

get a majority of our classes back to 20 or fewer students per teacher ↔

much bigger than is desirable

预判'现状班级偏大'与 much bigger than is desirable 一对一吻合，是从虚拟句反推现实的标准结论。

49. What does the author think of teaching ability?

A) It requires talent and practice.

B) It is closely related to research.

C) It is a chief factor affecting students' learning.

D) It can be acquired through persistent practice.

作者如何看待教学能力？

- A) 它需要天赋和实践。 B) 它与研究密切相关。 C) 它是影响学生学习的主要因素。
D) 它可以通过持续的实践获得。

【答案】 A (细节题)

【判型】 What does the author think of teaching ability? 问的是作者对教学能力的明示定性，可在原文找直接对应的判断句。

【拆句】 题干 What does the author think of teaching ability? 是 wh- 疑问句：What 是 think of 的逻辑宾语，think of 是固定搭配（认为...如何）；句式简洁、无陷阱。

【定位】 Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at.

教学是艺术，是技艺，是才能，也是练习；它不是任何人都能做好的事。

【选项】 A) ✓ 正确

talent and practice ↔ **talent and practice**

Teaching is an art and a craft, talent and practice ↔ **It requires talent and practice**

选项保留原文最核心的两个并列名词 talent and practice, 且把 is 改为 requires 仍保等值, 是教科书级的同义替换。

B) 与原文相反

closely related to research 把教学与研究强绑定, 正与 Good teaching and research are not exclusive, but they are also not automatic companions. 的判断相反——作者明说二者非自动相伴。

C) 答非所问

a chief factor affecting students' learning 把教学能力定位为'影响学生学习的首要因素', 原文并未把它与学生学习挂钩, 而是定位其本质属性。

D) 以偏概全

can be acquired through persistent practice 只取了 practice 一个并列项就下结论, 把 talent 这一并列项整片删掉; 与原文 it is not something that just anyone can be good at 也相悖。

50. What is the author's suggestion for improving university teaching?

- A) Creating an environment for teachers to share their teaching experiences.
- B) Hiring more classroom teachers and allowing them to teach in their own way.
- C) Using high technology in classrooms and promoting exchange of information.
- D) Cutting down meetings and encouraging administrative staff to go to classrooms.

作者对改善大学教学有何建议?

- A) 创造一个让教师分享教学经验的环境。
- B) 聘用更多课堂教师并允许他们以自己的方式教学。
- C) 在课堂上使用高科技并促进信息交流。
- D) 减少会议并鼓励行政人员到课堂听课。

【答案】 B (细节题)

【判型】 What is the author's suggestion for improving university teaching? 问明示的建议内容, 可在原文 propose/suggest/should 等句中找答案。

【拆句】 题干 What is the author's suggestion for improving university teaching? 主干是 What is the author's suggestion, for improving university teaching 是介词短语作 suggestion 的后置定语; 句式简洁、无陷阱。

【定位】 Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic mechanisms and meetings and instead hiring an army of good teachers.

我们的许多问题——出勤、教育成效、学生的幸福与福祉——也许可以通过削减官僚机制与会议、转而招募一支好教师大军来改善。

【选项】 A) 无中生有

teachers to share their teaching experiences 谈教学经验分享，全文从未提出此建议；原文 Center for Teaching Excellence 是被作者批评为骗局的虚假信息交流中心，并非作者倡导的方案。

B) ✓ 正确

hiring an army of good teachers ↔ **Hiring more classroom teachers**

The teachers must be free to teach in their own way ↔

allowing them to teach in their own way

预判的两端 hiring + free to teach 在 Hiring more classroom teachers and allowing them to teach in their own way 一对一齐备。

C) 与原文相反

Using high technology in classrooms and promoting exchange of information 实际是 using technology in classrooms and in online courses 的复述，而作者明说这是 administrative sham——把作者贬斥的做法当成建议。

D) 偷换概念

encouraging administrative staff to go to classrooms 把 replaced half of our administrative staff with classroom teachers 的'用教师替换行政人员'扭曲为'让行政人员进课堂'——替换≠转岗。

SENTENCE INSIGHTS • 句子精讲

7 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。

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

第1段，第1句

"名词 + 关系副词引导的定语从句" 是四六级和考研阅读中的高频句式，"where" 在从句中作状语修饰地点名词的用法非常典型，掌握后可迁移到大量类似结构。

It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined.

第2段，第1句

形式主语加主语从句（It seems that...）是四六级和考研阅读中的高频结构，定语从句修饰名词也是常考句式。本句的结构典型且实用，掌握后可以迁移到大量类似句子的理解和写作中，代表性很强。

And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly.

第2段，第2句

while 引导的时间对比状语从句是四六级和考研阅读中的高频结构,用于表达同时发生的对比现象。主句中介词短语作状语、名词后接介词短语或分词作定语,以及破折号插入对比信息,都是学术文章和考试真题的典型句式。掌握本句结构可迁移到大量类似长难句。

This would be an environment in which teachers and students actually knew each other.

第3段，第3句

主句的情态动词加系表结构、表语名词后接限制性定语从句的组合,是四六级和考研阅读中的典型句式。"in which" 引导定语从句的用法也是常考知识点,句式具有较高代表性和迁移价值。

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course.

第4段，第1句

全句结构在考试真题中较为典型：两个并列主句通过破折号连接表示解释补充，第二个主句包含目的状语从句，这种“观点陈述 + 支持条件 + 目的说明”的逻辑框架在议论文和说明文中常见。情态动词的使用、系表结构、目的状语从句都是高频考点。掌握这类句式后，可以迁移到大量类似的长句分析中，具有较好的代表性。

Additionally, they should be allowed to teach, and be rewarded for doing it well.

第4段，第2句

情态动词加被动语态是四六级和考研英语阅读中的高频句式，常用于表达建议、义务或客观评价；并列谓语结构和承前省略也是常考语法点；本句结构具有较强的代表性，掌握后可迁移至大量类似句型。

Teachers are not people who are great at and consumed by research and happen to appear in a classroom.

第4段，第3句

“主句判断加后置定语从句限定名词”是阅读里非常典型的句式。掌握这种先去修饰、再看主干的方法，能迁移到大量类似长句。

HIGH-FREQUENCY • 真题高频词

本篇出现的 55 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。

teaching A2

n. 教学工作; 教书

本篇7次 · 真题 38 句

author A2

n. 作者

本篇5次 · 真题 244 句

administrative B2

adj. 行政的

本篇5次 · 真题 8 句

talent B1

n. 天赋

本篇4次 · 真题 39 句

staff B1

n. 全体员工

本篇3次 · 真题 43 句

hire A2

v. 雇用

本篇3次 · 真题 35 句

actually A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇2次·真题 148 句

learning A1

n. 学习

本篇2次·真题 120 句

lack B1

v. 缺少

本篇2次·真题 115 句

would A1

aux. (will 的过去式) 将要，会

本篇1次·真题 466 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

online A2

adj. 在线的

本篇1次·真题 145 句

affect B1

v. 影响

本篇1次·真题 113 句

relationship B1

n. 关系

本篇1次·真题 109 句

professor B1

n. 教授（大学教师的最高职称）

本篇1次·真题 105 句

base A2

n. 基础

本篇1次·真题 95 句

individual B2

adj. 单独的

本篇1次·真题 79 句

factor B1

n. 因素

本篇1次·真题 77 句

solve A2

v. 解决（问题、困难）

本篇1次·真题 58 句

reward B1

n. 报酬

本篇1次·真题 56 句

consume B2

v. 消耗，耗费（燃料、能源、时间等）

本篇1次·真题 52 句

per B1

prep. 每

本篇1次·真题 49 句

recently A2

adv. 最近

本篇1次·真题 48 句

promote B2

v. 促进

本篇1次·真题 47 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 47 句

response B1

n. 回答

本篇1次·真题 47 句

educational B1

adj. 教育的

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

majority B2

n. 大多数, 大部分

本篇1次·真题 40 句

recognize B1

v. 认出

本篇1次·真题 34 句

chief B1

n. 首领

本篇1次·真题 29 句

related B1

adj. 相关的

本篇1次·真题 28 句

craft B1

n. 手艺

本篇1次·真题 25 句

curriculum B2

n. 课程

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

combine B1

v. (使) 结合、组合

本篇1次·真题 23 句

happiness A2

n. 幸福

本篇1次·真题 23 句

flexible B2

adj. 灵活的

本篇1次·真题 22 句

closely B1

adv. 紧密地

本篇1次·真题 21 句

actual B1

adj. 真实的

本篇1次·真题 18 句

imply B2

v. 暗示, 暗指

本篇1次·真题 18 句

effectively B2

adv. 有效地

本篇1次·真题 17 句

elsewhere B1

adv. 在别处

本篇1次·真题 16 句

significantly B2

adv. 显著地

本篇1次·真题 15 句

facilitate C1

v. 促进

本篇1次·真题 13 句

automatic B1

adj. 自动的

本篇1次·真题 12 句

tackle B2

v. 处理

本篇1次·真题 12 句

contrary B2

adj. 相反的

本篇1次·真题 10 句

exchange B1

n. 交换

本篇1次·真题 10 句

mechanism B2

n. 机制

本篇1次·真题 10 句

retain B2

v. 保留

本篇1次·真题 10 句

educate B2

v. 教育

本篇1次·真题 9 句

faculty B2

n. (大学的) 系, 院

本篇1次·真题 8 句

persistent B2

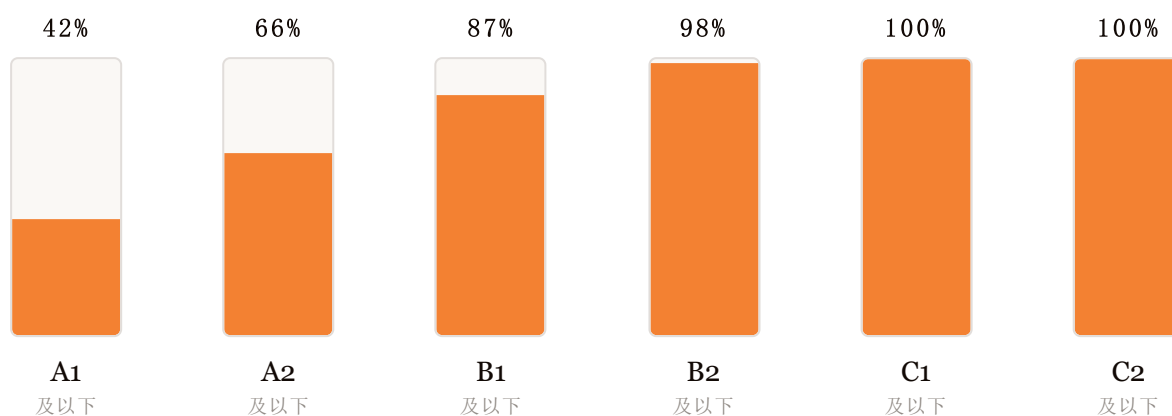
adj. 坚持不懈的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 196 词按 CEFR 难度累积覆盖

全文去重后共 **196** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 4 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 196 个 · 末柱为 100%

去重总词数

196

B2 以上难词

2%

B1 及以下覆盖

87%

英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2016年12月第1套共用 · 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3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3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 9 段原文（段首标 P1-P9 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3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 The secret to eating less and being happy about it may have been cracked years ago—by McDonald's. According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

少吃且乐在其中的秘诀可能在多年前就已被麦当劳破解。根据Cornell University食品与品牌实验室的一项新研究,小型非食品奖励——比如麦当劳开心乐园餐中的玩具——能刺激大脑中与食物相同的奖励中枢。

P2 The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

由Martin Reimann领导的研究人员开展了一系列实验,以观察如果将较小份的餐食与非食品物品搭配在一起,人们是否会选择较小份的餐食。

P3 They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize. Both options were priced the same.

他们发现,当与奖品结合时,大多数儿童和成人都选择了半份餐食。两种选择的价格相同。

P4 Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion. One of the prizes used was a lottery ticket(彩票), with a \$10, \$50 or \$100 payout,

and this was as effective as a tangible gift in persuading people to eat less.

更有趣的是,未来奖励的承诺足以让成人选择较小份的餐食。使用的奖品之一是彩票,奖金为10美元、50美元或100美元,这在说服人们少吃方面与实物礼品一样有效。

P5 "The fact that participants were willing to substitute part of a food item for the mere prospect of a relatively small monetary award is interesting," says Reimann.

Reimann说:"参与者愿意用食物的一部分来换取获得相对较小货币奖励的可能性,这一事实很有趣。"

P6 He theorizes that it is the emotional component of these intangible prizes that makes them effective. In fact, vaguely-stated possibilities of winning a prize were more effective than options with hard odds included.

他的理论是,正是这些无形奖品的情感成分使它们有效。事实上,含糊表述的获奖可能性比包含明确概率的选项更有效。

P7 "One explanation for this finding is that possible awards may be more emotionally provoking than certainty awards," says Reimann. "The uncertainty of winning provides added attraction and desirability through emotional 'thrills.' The possibility of receiving an award also produces a state of hope—a state that is in itself psychologically rewarding." In other words, there's a reason why people like to gamble.

Reimann说:"对这一发现的一种解释是,可能获得的奖励比确定获得的奖励在情感上更具刺激性。获胜的不确定性通过情感上的'刺激'增加了吸引力和期望值。获得奖励的可能性也会产生一种希望状态——这种状态本身在心理上就是一种奖励。"换句话说,这就是人们喜欢赌博的原因。

P8 How might this knowledge be used to help people eat more healthily?

这一知识如何被用来帮助人们吃得更健康?

P9 One possibility is a healthy option that offers the chance to win a spa(温泉疗养) weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant—and make you eat a little less.

一种可能性是提供健康选项,让顾客有机会赢得温泉疗养周末。或者半份餐食的奖励可以是一份半份甜点,但只能在未来某个日期领取。这会让你再次光顾餐厅——并让你少吃一点。

题目与逐题解析

51. What do we learn about McDonald's inclusion of toys in its Happy Meals?

- A) It may shed light on people's desire to crack a secret.
- B) It has proved to be key to McDonald's business success.
- C) It appeals to kid's curiosity to find out what is hidden inside.
- D) It may be a pleasant way for kids to reduce their food intake.

关于麦当劳在开心乐园餐中附赠玩具这一做法,我们了解到什么?

- A) 这可能揭示了人们渴望破解秘密的欲望。 B) 事实证明,这是麦当劳商业成功的关键。
- C) 这吸引了孩子们想要找出里面藏着什么的好奇心。
- D) 这可能是让孩子们减少食物摄入量的一种愉快方式。

【答案】 D (细节题)

【判型】 What do we learn about McDonald's inclusion of toys in its Happy Meals? 没有 infer/imply/mainly about 等信号词，问的是关于某具体做法的客观信息。

【拆句】 题干主干是 What do we learn about X, about 的宾语是名词短语 McDonald's inclusion of toys in its Happy Meals, inclusion of toys 是动作名词化结构（包含玩具这件事），结构平铺直叙，无陷阱。

【定位】 According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

据康奈尔大学食品与品牌实验室的一项新研究，小型非食物奖励——比如麦当劳开心乐园餐里的玩具——能激活大脑里与食物相同的奖励中枢。

【选项】 A) **与原文相反**

原文是“麦当劳的玩具揭示了少吃也开心的秘密”，A 项 It may shed light on people's desire to crack a secret 把方向变成“玩具揭示了人们想破解某秘密的欲望”，与原文逻辑相反。

B) **无中生有**

B 项 key to McDonald's business success 把玩具与麦当劳的商业成功挂钩，但原文全程谈的是“少吃也开心”的机制，从未提及商业成功。

C) **无中生有**

C 项 It appeals to kid's curiosity to find out what is hidden inside 谈的是“激发孩子好奇心、想知道里头藏着什么”，原文谈的是奖励中枢，没有 curiosity 与 hidden 的概念。

D) **✓ 正确**

The secret to eating less and being happy about it ↔

a pleasant way for kids to reduce their food intake

the toys in McDonald's Happy Meals ↔ for kids

选项 It may be a pleasant way for kids to reduce their food intake 恰是 The secret to eating less and being happy about it 的同义改写，且 may 与原文 may have been cracked 同样保留了不确定语气。

52. What is the finding of the researchers led by Martin Reimann?

- A) Reducing food intake is not that difficult if people go to McDonald's more.
- B) Most kids and adults don't actually feel hungry when they eat half of their meal.
- C) Eating a smaller portion of food does good to the health of kids and adults alike.
- D) Most kids and adults would choose a smaller meal that came with a non-food item.

Martin Reimann领导的研究人员有何发现？

- A) 如果人们多去麦当劳,减少食物摄入量并没有那么困难。
- B) 大多数孩子和成年人在吃完一半餐食时实际上并不感到饥饿。
- C) 吃较小份量的食物对孩子和成年人的健康都有好处。

D) 大多数孩子和成年人会选择附带非食品物品的较小份餐食。

【答案】 **D** (细节题)

【判型】 What is the finding of the researchers led by Martin Reimann? 直接问研究结论这一客观事实。

【拆句】 题干为名词性疑问 What is the finding of ..., of 后是带过去分词修饰 the researchers led by Martin Reimann (由 Martin Reimann 带领的研究者), 结构清晰, 无陷阱。

【定位】 They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize.

他们发现, 当小份餐配上一个奖品时, 大多数儿童和成年人都选了小份。

【选项】 A) **偷换概念**

A 项 Reducing food intake is not that difficult if people go to McDonald's more 把研究的具体发现换成了"多去麦当劳就能少吃"的劝消费结论, 与原文研究主旨不符。

B) **无中生有**

B 项 Most kids and adults don't actually feel hungry when they eat half of their meal 谈的是"吃一半时其实不饿", 但原文只说他们选了小份, 对饥饿感只字未提。

C) **过度推断**

C 项 Eating a smaller portion of food does good to the health of kids and adults alike 给出"小份对健康有益"的判断, 但原文研究只汇报选择行为, 未做健康评估。

D) **✓ 正确**

the majority of both kids and adults ↔ **Most kids and adults**

opted for a half-sized portion when combined with a prize ↔

would choose a smaller meal that came with a non-food item

a non-food item ↔ **a non-food item**

选项把研究结果换了说法但语义等值, 恰好覆盖了"主语 (大多数儿童与成人) + 行为 (选小份) + 条件 (配非食物奖品)"三要素, 与定位句逐一对应。

53. What is most interesting in Martin Reimann's finding?

A) Kids preferred an award in the form of money to one in the form of a toy.

B) Adults chose the smaller portion on the mere promise of a future award.

C) Both kids and adults felt satisfied with only half of their meal portions.

D) Neither children nor adults could resist the temptation of a free toy.

Martin Reimann的发现中最有趣的是什么?

A) 孩子们更喜欢金钱形式的奖励而非玩具形式的奖励。

B) 成年人仅凭对未来奖励的承诺就选择了较小份量。

C) 孩子和成年人都对仅一半的餐食份量感到满足。

D) 无论是儿童还是成年人都无法抵挡免费玩具的诱惑。

【答案】 **B** (细节题)

【判型】 What is most interesting in Martin Reimann's finding? 问的是具体事实之一，不是推断也不是主旨。

【拆句】 题干主干 What is most interesting in X, 介词 in 把范围限定在 Martin Reimann's finding 之中；问的是"在他的发现里最有趣的是什么"，结构清晰。

【定位】 Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion.

更有趣的是，仅仅一个未来奖励的承诺，就足以让成人选小份。

【选项】 A) 无中生有

A 项 Kids preferred an award in the form of money to one in the form of a toy 编出一个孩子"更偏好现金"的对比，但原文只说彩票对成人有效，未对儿童做钱与玩具的优先级比较。

B) ✓ 正确

Even more interesting ↔ **most interesting**

adults ↔ **Adults**

the promise of a future reward ↔ **on the mere promise of a future award**

choose the smaller portion ↔ **chose the smaller portion**

Adults chose the smaller portion on the mere promise of a future award 把定位句的三要素（成人、选小份、仅靠未来奖励的承诺）逐一对齐，是最干净的同义替换。

C) 偷换概念

C 项 Both kids and adults felt satisfied with only half of their meal portions 谈"满足感"，但原文 opted for 与 choose 都是行为，并未报告满足感。

D) 偷换概念

D 项 Neither children nor adults could resist the temptation of a free toy 把"未来奖励的承诺"偷换成"免费玩具"，且加上"无法抗拒"的绝对化语气，与原文不一致。

54. How does Martin Reimann interpret his finding?

A) The emotional component of the prizes is at work.

B) People now care more about quality than quantity.

C) People prefer certainty awards to possible awards.

D) The desire for a future reward is overwhelming.

Martin Reimann如何解释他的发现？

A) 奖品的情感成分在起作用。 B) 人们现在更关心质量而非数量。

C) 人们更喜欢确定的奖励而非可能的奖励。 D) 对未来奖励的渴望是压倒性的。

【答案】 **A** (细节题)

【判型】 How does Martin Reimann interpret his finding? 问的是研究者本人的解释这一客观信息，文中必有原话。

【拆句】 How does X interpret Y——疑问副词 How 引导，问“以什么方式”；动词 interpret 接宾语 his finding，结构平铺直叙，无陷阱。

【定位】 He theorizes that it is the emotional component of these intangible prizes that makes them effective.

他从理论上解释说，正是这些无形奖品的情感成分让它们如此有效。

【选项】 A) ✓ 正确

the emotional component of these intangible prizes ↔

The emotional component of the prizes

makes them effective ↔ **is at work**

The emotional component of the prizes is at work 把 it is the emotional component ... that makes them effective 的强调句去掉强调结构、保留核心因果，是最干净的同义替换。

B) 无中生有

B 项 People now care more about quality than quantity 把焦点换成“质 vs 量”的偏好对比，原文谈的是奖励的情感效力，没有质量 / 数量的对照。

C) 与原文相反

原文 vaguely-stated possibilities of winning a prize were more effective than options with hard odds included 说不确定奖励更有效；C 项 People prefer certainty awards to possible awards 完全反过来。

D) 过度推断

D 项 The desire for a future reward is overwhelming 把原文的“情感成分起作用”偷换成“对未来奖励的欲望是压倒性的”，并加上 overwhelming 这种绝对化词。

55. What can we infer from Martin Reimann's finding?

- A) People should eat much less if they wish to stay healthy and happy.
- B) More fast food restaurants are likely to follow McDonald's example.
- C) We can lead people to eat less while helping the restaurant business.
- D) More studies are needed to find out the impact of emotion on behavior.

我们可以从 Martin Reimann 的发现中推断出什么？

- A) 如果人们希望保持健康和快乐,就应该少吃得多。
- B) 更多快餐店可能会效仿麦当劳的做法。
- C) 我们可以引导人们少吃,同时帮助餐饮业发展。
- D) 需要更多研究来找出情感对行为的影响。

【答案】 C (推断题)

【判型】 What can we infer from Martin Reimann's finding? 明确含 infer，需要从原文做一步外推。

【拆句】 What can we infer from X——主干是 we can infer，疑问代词 What 提前作 infer 的宾语；from 引出推断依据 Martin Reimann's finding，结构清晰。

【定位】 One possibility is a healthy option that offers the chance to win a spa weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant—and make you eat a little less.

一种可能性是提供一份健康餐，附带赢取温泉周末的机会。或者把小份餐的奖励设为一份只能在未来某日才领取的小份甜点。这样既能把你带回餐厅，也能让你吃得少一点。

【选项】 A) 过度推断

A 项 People should eat much less if they wish to stay healthy and happy 提出"应当吃得少得多"的强建议，但原文只说 make you eat a little less（少一点），且未必谈"健康+开心"二者。

B) 无中生有

B 项 More fast food restaurants are likely to follow McDonald's example 把推断引到"更多快餐店会跟进"，但原文研究只提了麦当劳作引子，从未预测同业跟进。

C) ✓ 正确

make you eat a little less ↔ lead people to eat less

get you back in the restaurant ↔ helping the restaurant business

How might this knowledge be used to help people eat more healthily? ↔ We can

C 项 We can lead people to eat less while helping the restaurant business 是四个选项里唯一同时覆盖 eat a little less（少吃）与 get you back in the restaurant（餐厅生意）这两端的，外推只走一步、未越界。

D) 答非所问

D 项 More studies are needed to find out the impact of emotion on behavior 把结论引到"还需更多研究"，但原文 Reimann 已对情感作用给出了解释，并用文末例子展示应用，不留"未知待研"的口子。

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。

According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

第1段，第2句

"the same ... as" 比较结构是四六级和考研阅读中的高频句式，破折号插入举例说明的用法也较为常见，句子结构具有较强的代表性和迁移价值。

The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

第2段，第1句

本句结构在四六级和考研真题中高度典型：主句 + 不定式目的状语 + 宾语从句 + 嵌套状语从句的组合非常常见，尤其在描述实验、研究设计的学术类文章中反复出现。掌握本句的分析方法可以直接迁移到大量类似句式，实用性强。

Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion.

第4段，第1句

涵盖主系表倒装、主语从句、程度状语（enough to do）、宾语补足语（make sb do）等多种成分，且主语从句作主语、表语前置是易错点，适合练习主语识别和倒装结构辨析。

He theorizes that it is the emotional component of these intangible prizes that makes them effective.

第6段，第1句

涵盖主谓宾、宾语从句、宾语补足语，且宾语从句内含强调句框架，需要学生区分强调句框架与真正的主谓宾结构，训练识别被强调成分与还原句子的能力，成分划分练习价值高。

In other words, there's a reason why people like to gamble.

第7段，第4句

本句结构在考试中具有较高代表性：there be 存在句 + 关系副词引导的定语从句是常见句式，why 引导定语从句修饰 reason 是典型搭配。此类结构在四六级和考研阅读中频繁出现，掌握后可直接迁移到大量类似句子，典型性较强。

How might this knowledge be used to help people eat more healthily?

第8段，第1句

本句结构“情态动词 + 被动语态 + 不定式目的状语”是四六级和考研阅读中非常常见的句式，疑问句形式也常出现在议论文或学术文本的设问环节，具有较高的代表性和复用价值。

It may shed light on people's desire to crack a secret.

第51题，A

简单句配合情态动词和固定搭配是四六级阅读中的常见句式，"shed light on"也是高频短语。不定式作后置定语的用法也很典型。掌握本句结构后可迁移到类似的"情态动词+动词短语+介词短语状语"句型。

Kids preferred an award in the form of money to one in the form of a toy.

第53题，A

prefer A to B 是四六级和考研阅读中的高频结构，后置定语修饰名词、one 作替代词也是常考点；虽然句子整体为简单句，但这种"核心结构 + 修饰成分"的组合在真题中大量出现，掌握后可迁移到更复杂的句子中，典型性较强。

Both kids and adults felt satisfied with only half of their meal portions.

第53题，C

主系表结构加状语是英语基础句型之一，考试中常见，但本句的"Both ... and ..."并列主语和"with + 名词短语"状语搭配并非高频考点句式，典型性一般，掌握后可迁移的场景中等。

Neither children nor adults could resist the temptation of a free toy.

第53题，D

简单句在各类考试中是基础句型，本句的 neither...nor 并列主语结构也是考试常见考点。情态动词的使用也是高频考点。虽然句式不复杂，但属于考试中会反复出现的典型基础句式，具有一定的学习迁移价值。

People prefer certainty awards to possible awards.

第54题，C

本句涉及主语、谓语、宾语和状语四种成分，结构简单但完整，适合初学者熟悉基本成分划分。但由于过于简单、无易错点（如定语从句、宾补、形式主语等常考陷阱），训练价值中等偏低。

HIGH-FREQUENCY • 真题高频词

本篇出现的 47 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。

award B1

n. 奖

本篇8次·真题 20 句

portion B1

n. 部分

本篇6次·真题 20 句

less A1

det. 较少的

本篇5次·真题 224 句

finding B2

n. 调查结果

本篇5次·真题 99 句

reward B1

n. 报酬

本篇5次·真题 56 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 466 句

effective B1

adj. 有效的, 起作用的

本篇3次·真题 63 句

option B1

n. 选择

本篇3次·真题 60 句

emotional B1

adj. 情绪的

本篇3次·真题 50 句

item A2

n. 项目

本篇3次·真题 39 句

possibility B1

n. 可能性

本篇3次·真题 24 句

researcher B2

n. 研究人员

本篇2次·真题 239 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇2次·真题 118 句

desire B2

n. 愿望

本篇2次·真题 52 句

intake B2

n. 摄入量

本篇2次·真题 21 句

component B2

n. 组成部分

本篇2次·真题 10 句

mere B2

adj. 仅仅的

本篇2次·真题10句

crack B1

v. 破裂

本篇2次·真题8句

likely A2

adj. 很可能的

本篇1次·真题224句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题174句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题148句

participant B2

n. 参与者

本篇1次·真题117句

quality A2

n. 质量

本篇1次·真题100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

claim B1

v. 声称

本篇1次·真题56句

curiosity B2

n. 好奇心

本篇1次·真题44句

majority B2

n. 大多数, 大部分

本篇1次·真题40句

appeal B2

v. 呼吁

本篇1次·真题31句

series B1

n. 系列

本篇1次·真题31句

brand B1

n. 品牌, 商标

本篇1次·真题27句

relatively B2

adv. 相对地

本篇1次·真题24句

combine B1

v. (使) 结合、组合

本篇1次·真题 23 句

willing B1

adj. 愿意的, 乐意的

本篇1次·真题 22 句

quantity B1

n. 数量

本篇1次·真题 21 句

prospect B2

n. 可能性

本篇1次·真题 16 句

attraction B1

n. 吸引力

本篇1次·真题 15 句

persuade B1

v. 说服

本篇1次·真题 15 句

odd B1

adj. 奇怪的

本篇1次·真题 14 句

stimulate B2

v. 刺激

本篇1次·真题 14 句

emotionally B2

adv. 在情感上

本篇1次·真题 11 句

explanation B1

n. 解释

本篇1次·真题 11 句

interpret B2

v. 解释

本篇1次·真题 11 句

opt B2

v. 选择

本篇1次·真题 11 句

alike B1

adj. 相似的

本篇1次·真题 10 句

overwhelming B2

adj. 压倒性的

本篇1次·真题 9 句

substitute B2

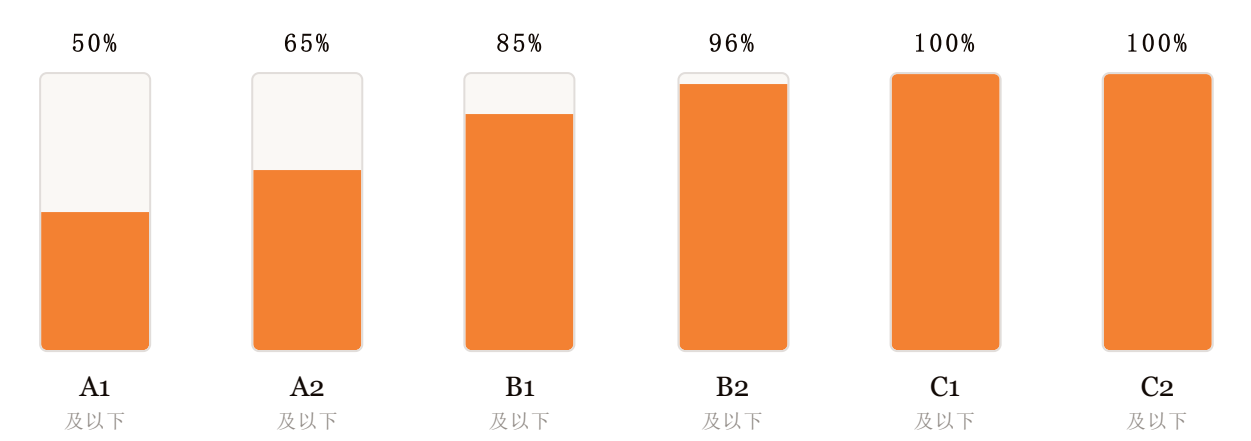
n. 替代品

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 191 词按 CEFR 难度累积覆盖

全文去重后共 **191** 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 8 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 191 个·末柱为 100%

去重总词数

191

B2 以上难词

4%

B1 及以下覆盖

85%

英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2016年12月第1套共用 · 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3套英语四级汉译英（段落翻译）·介绍黄色在中国文化中的象征意义 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3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3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**.

在中国文化中，黄颜色是一种很重要的颜色，因为它具有独特的象征意义。在封建(feudal)社会中，它象征统治者的权力和权威。那时，黄色是专为皇帝使用的颜色，皇家宫殿全都漆成黄色，皇袍总是黄色的，而普通老百姓是禁止穿黄色衣服的。在中国，黄色也是收获的象征。秋天庄稼成熟时，田野变得一片金黄。人们兴高采烈，庆祝丰收。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

In Chinese culture, yellow is an important color because it has unique symbolic meanings. In feudal society, it symbolized the power and authority of the rulers. At that time, yellow was the color that was used exclusively by the emperor; the royal palaces were all painted yellow, and the imperial robe was always yellow, while ordinary people were forbidden to wear yellow clothes. In China, yellow is also a symbol of harvest. When the crops ripen in autumn, the fields turn golden. People celebrate the harvest with great joy.

【衔接】句2用代词it承接句1的yellow

它象征统治者的权力和权威 的"它"承接句1的黄色，英文用 it 承接而非重复 yellow，避免开头连续两句都以 Yellow 起头显得生硬重复。

句2与句3之间补时间衔接

句2讲封建社会的象征，句3 那时，黄色是专为皇帝使用的颜色 进一步细化那个时代的具体表现，用 At that time 起句，与句2的 In feudal society 形成时间上的承接，让"封建时代"这条线连贯下来。

句3与句4之间补话题转换标记

句3讲完"皇权专属"的历史，句4 在中国，黄色也是收获的象征 转入黄色的另一层含义。译文中 also 已自带"另起一层"的递进意味，句首保留 In China 与前文 In feudal society 呼应，使"历史象征→收获象征"两层含义衔接自然。

句5句6之间因果隐含、顺承即可

田野变得一片金黄 与 人们兴高采烈，庆祝丰收 是"丰收景象→人们庆祝"的自然顺承，无需硬加关联词，两句独立短句并列即读得通；若想更紧凑可用 and 连成一句。

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】介绍黄色在中国文化中的象征意义

全段在客观介绍一个文化事实——黄色为什么重要。开篇 在中国文化中，黄颜色是一种很重要的颜色，因为它具有独特的象征意义 就点明这是一篇"文化负载色彩"的说明性介绍，属四级最常考的中国文化介绍语体；后半 在封建(feudal)社会中，它象征统治者的权力和权威 转入历史背景，但整篇落点仍是"黄色象征什么"这一客观事实。

【时态】一般现在时

通篇是在陈述一个至今成立的文化事实——黄色"是"重要颜色、"是"收获的象征，如 黄颜色是一种很重要的颜色 与 黄色也是收获的象征，这类客观特征与现状用一般现在时。仅"封建社会中皇帝专用"那段是讲已成为过去的历史制度，需局部切换到一般过去时，但全篇默认仍以一般现在时为锚。

【译法】封建社会

封建(feudal)社会 原文已给出 feudal 这一约定俗成的对应词，统一译作 feudal society，全篇沿用，不要自造 feudalistic 等变体。

皇帝

皇帝 统一译作 the emperor（特指中国古代帝王，用定冠词 the）；与之配套的 皇家宫殿 译 the royal palaces、皇袍 译 the imperial robe，三者同属"皇权"语义场，emperor/imperial/royal 用法保持一致、不混用。

普通老百姓

普通老百姓 统一译作 ordinary people / common people（泛指、复数、不加 the），避免逐字硬译成 ordinary old hundred names 这类中式表达。

1. 在中国文化中，黄颜色是一种很重要的颜色，因为它具有独特的象征意义。

【主干】黄色 is 重要颜色 + because 从句 (主语策略：原句主语)

主干就是 黄颜色是一种很重要的颜色：主语 yellow，谓语系动词 is，表语 an important color；后半 因为它具有独特的象征意义 由 because 引出原因状语从句，主语用代词 it 回指 yellow。

【降级】因果用 because 从句降级

本句是"结论 + 原因"两个分句。把"黄色是重要颜色"立为主句，"因为它具有独特的象征意义"用 because 引导的原因状语从句降级挂上：Yellow is an important color in Chinese culture because it has unique symbolic meanings。开头"在中国文化中"是地点/范围状语，用介词短语 in Chinese culture 安放即可。

【语法】时态

回指全篇基调用一般现在时：is、has 均用现在时，因为这是至今成立的文化事实。

单复数

象征意义 译 symbolic meanings 宜用复数（象征意义不止一层）；color 此处泛指一种颜色，用单数加不定冠词 an important color。

冠词

"一种很重要的颜色"是泛指其中一种，用不定冠词 an (important 元音开头用 an，不是 a)。

【译文】In Chinese culture, yellow is an important color because it has unique symbolic meanings.

2. 在封建(feudal)社会中，它象征统治者的权力和权威。

【主干】it symbolized 权力和权威 (主语策略：原句主语)

主干是 它象征统治者的权力和权威：主语 it (回指 yellow)，谓语 symbolized，宾语 the power and authority of the rulers；在封建(feudal)社会中 是时间/背景状语，用 In feudal society 置句首。

【降级】并列宾语共用 of 短语

"统治者的权力和权威"是"权力"与"权威"两个并列名词共属"统治者"，合并成 the power and authority of the rulers，用一个 of 短语统管两个名词，不必各带一个 of。本句结构简单，主干立好即可，无需更多降级。

【语法】时态

此处偏离全篇基调、改用一般过去时 symbolized：因为 在封建(feudal)社会中 明确指向已成为历史的封建时代，那时的象征义是过去的事实。

冠词

feudal society 作泛指的社会形态、不可数概念，前面不加冠词；rulers 特指那个时代的统治者群体，用 the rulers。

【译文】In feudal society, it symbolized the power and authority of the rulers.

3. 那时，黄色是专为皇帝使用的颜色，皇家宫殿全都漆成黄色，皇袍总是黄色的，而普通老百姓是禁止穿黄色衣服的。

【主干】四个分句各立主谓、含被动（主语策略：转被动）

这是个长句，含四个分句。黄色是专为皇帝使用的颜色 用主系表 yellow was the color；皇家宫殿全都漆成黄色 中"被漆成"是承受动作→转被动 the royal palaces were painted yellow；皇袍总是黄色的 主系表 the imperial robe was always yellow；普通老百姓是禁止穿黄色衣服的 中"被禁止"也是承受动作→转被动 ordinary people were forbidden to wear yellow clothes。

【降级】拆成两句 + 后置定语降级

四个分句一口气译成一句会过长，宜在语义转折处拆分：前三个都讲"黄色专属皇家"，可合为一句（用分号或 and 连接的并列分句）；末句"而普通老百姓被禁止"是与皇家形成对照的转折，另起一句用 while/whereas 引出。"专为皇帝使用的"这一修饰，降级成定语从句 that was used exclusively by the emperor 后置在 color 后，不要堆在名词前。

【语法】时态

承上句仍属封建时代背景，全句用一般过去时：was、were painted、were forbidden 一致用过去时与过去被动。

语态

"被漆成""被禁止"用过去被动 were painted / were forbidden；painted yellow 中 yellow 作宾语补足语表"漆成黄色"。

单复数

皇家宫殿 宫殿不止一座→the royal palaces 用复数、谓语 were；普通老百姓 泛指群体→ordinary people（people 本身即复数）、谓语 were；黄色衣服 衣服泛指→yellow clothes 用复数。

介词搭配

"禁止某人做某事"用 forbid sb to do，过去被动即 were forbidden to wear；"专为.....使用"用 used by + 人，加 exclusively（专门地）传达"专为"。

【译文】 At that time, yellow was the color that was used exclusively by the emperor; the royal palaces were all painted yellow, and the imperial robe was always yellow, while ordinary people were forbidden to wear yellow clothes.

4. 在中国，黄色也是收获的象征。

【主干】yellow is 收获的象征（主语策略：原句主语）

主干 黄色也是收获的象征：主语 yellow，谓语 is，表语 a symbol of harvest；"也"用 also 体现递进，"在中国"用 In China 作状语置句首。

【降级】简单句无需降级

本句结构简单，一个主系表加状语即可，无多余分句需要降级安放。"收获的象征"用 a symbol of harvest，of 短语作后置修饰。

【语法】时态

回到全篇基调一般现在时 is——这是讲至今成立的文化事实，从上一句的历史过去时切回现在时。

冠词

a symbol: "一种象征"泛指其一，用不定冠词 a; harvest 此处泛指"收获"这一概念，作不可数名词，不加冠词。

【译文】 In China, yellow is also a symbol of harvest.

5. 秋天庄稼成熟时，田野变得一片金黄。

【主干】 the fields turn golden + when 从句 (主语策略：原句主语)

主干是 田野变得一片金黄：主语 the fields，谓语 turn (变得)，表语 golden；秋天庄稼成熟时 是时间状语，用 when 引导从句 when the crops ripen in autumn。

【降级】 时间分句用when从句降级

"秋天庄稼成熟时"是一个含"庄稼成熟"小主谓的时间分句，整体用 when 引导降级为时间状语从句 when the crops ripen in autumn，挂在主句之后；不要把它和主句并列成两句。"在秋天"用 in autumn 作时间状语融进从句。

【语法】时态

描述秋天年年都会发生的自然现象，是普遍真理性的现在事实，回指全篇基调用一般现在时：turn、ripen 均现在时。

主谓一致

the fields 复数→谓语用 turn (不加 s)；the crops 复数→从句谓语 ripen (不加 s)。两处都是复数主语配动词原形。

单复数

庄稼 泛指作物→the crops 用复数；田野 泛指大片田野→the fields 用复数。

【译文】 When the crops ripen in autumn, the fields turn golden.

6. 人们兴高采烈，庆祝丰收。

【主干】 people celebrate 丰收 (主语策略：原句主语)

核心动作是 庆祝丰收，取作主干：主语 people，谓语 celebrate，宾语 the harvest；兴高采烈 是伴随的情绪状态，降级处理。

【降级】 兴高采烈降级为状语

"兴高采烈"不另立谓语，降级成伴随状语修饰"庆祝"：可用介词短语 with great joy，或形容词短语 happy and excited 作伴随。整句 People celebrate the harvest with great joy，把情绪并进主干而非另起一句。

【语法】时态

承接上句的普遍现在事实（每逢丰收人们都庆祝），回指全篇基调用一般现在时 celebrate。

主谓一致

people 是复数→谓语 celebrate 用原形，不加 -s。

冠词

the harvest: 特指上句提到的那场秋收的丰收，用定冠词 the 承接前文。

【译文】 People celebrate the harvest with great joy.

英语四级 2016年12月·第3套 · 全卷构成

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