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四级·真题卷第1套·2017年12月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on *how to best handle the relationship between parents and children*. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

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

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

1. A) Her grandfather.
B) Her grandmother.
C) Her friend Erika.
D) Her little brother.
2. A) By taking pictures for passers-by.
B) By selling lemonade and pictures.
C) By working part time at a hospital.
D) By asking for help on social media.

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

3. A) Testing the efficiency of the new solar panel.
B) Providing clean energy to five million people.
C) Generating electric power for passing vehicles.
D) Finding cheaper ways of highway construction.
4. A) They are made from cheap materials.
B) They are only about half an inch thick.
C) They can be laid right on top of existing highways.
D) They can stand the wear and tear of natural elements.

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

5. A) The lack of clues about the species.
B) Inadequate funding for research.
C) Endless fighting in the region.
D) The hazards from the desert.
6. A) To observe the wildlife in the two national parks.
B) To study the habitat of lions in Sudan and Ethiopia.
C) To identify the reasons for the lions' disappearance.
D) To find evidence of the existence of the "lost lions".
7. A) Lions' tracks.
B) Lions walking.
C) Some camping facilities.
D) Traps set by local hunters.

Section B

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

Questions 8 to 11 are based on the conversation you have just heard.

8. A) A special gift from the man.
B) Her wedding anniversary.
C) A call from her dad.
D) Her 'lucky birthday'.
9. A) Threw her a surprise party.
B) Took her on a trip overseas.
C) Bought her a gold necklace.
D) Gave her a big model plane.
10. A) What her husband and the man are up to.
B) What has been troubling her husband.
C) The trip her husband has planned.
D) The gift her husband has bought.
11. A) He wants to find out about the couple's holiday plan.
B) He is eager to learn how the couple's holiday turns out.
C) He will tell the woman the secret if her husband agrees.
D) He will be glad to be a guide for the couple's holiday trip.

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

12. A) They take the rival's attitude into account.
B) They know when to adopt a tough attitude.
C) They see the importance of making compromises.
D) They are sensitive to the dynamics of a negotiation.
13. A) They know when to stop.
B) They know how to adapt.
C) They know when to make compromises.
D) They know how to control their emotion.
14. A) They are patient.
B) They learn quickly.
C) They are good at expression.
D) They uphold their principles.
15. A) Clarify items of negotiation.
B) Make clear one's intentions.
C) Get to know the other side.
D) Formulate one's strategy.

Section C

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

Questions 16 to 18 are based on the passage you have just heard.

16. A) How space research benefits people on Earth.
B) When the International Space Station was built.
C) How many space shuttle missions there will be.
D) When America's earliest space program started.
17. A) They tried to make best use of the latest technology.
B) They tried to meet astronauts' specific requirements.
C) They developed objects for astronauts to use in outer space.
D) They accurately calculated the speed of the orbiting shuttles.
18. A) They are expensive to make.
B) They are extremely accurate.
C) They were first made in space.
D) They were invented in the 1970s.

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

19. A) Everything was natural and genuine then.
B) People had plenty of land to cultivate then.
C) It marked the beginning of something new.
D) It was when her ancestors came to America.
20. A) They were known to be creative.
B) They enjoyed living a life of ease.
C) They had all kinds of entertainment.
D) They believed in working for goals.
21. A) Chatting with her ancestors.
B) Doing needlework by the fire.
C) Furnishing her country house.
D) Polishing all the silver work.

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

22. A) Sit down and try to calm yourself.
B) Call your family or friends for help.
C) Use a map to identify your location.
D) Try to follow your footprints back.
23. A) You may end up entering a wonderland.
B) You may get drowned in a sudden flood.
C) You may expose yourself to unexpected dangers.
D) You may find a way out without your knowing it.
24. A) Wait patiently.
B) Look for food.
C) Start a fire.
D) Walk uphill.
25. A) Check the local weather.
B) Find a map and a compass.
C) Prepare enough food and drink.
D) Inform somebody of your plan.

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.

A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some 26 skills that could help the treatment of human diseases.

Pigeons are often seen as dirty birds and an urban 27, but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the 28 of your index finger, pigeons have a very impressive 29 memory. Recently it was shown that they could be trained to be as accurate as humans at detecting breast cancer in images.

Rats are often 30 with spreading disease rather than 31 it, but this long-tailed animal is highly 32. Inside a rat's nose are up to 1,000 different types of olfactory receptors(嗅觉感受器), whereas humans only have 100 to 200 types. This gives rats the ability to detect 33 smells. As a result, some rats are being put to work to detect TB(肺结核). When the rats detect the smell, they stop and rub their legs to 34 a sample is infected.

Traditionally, a hundred samples would take lab technicians more than two days to 35, but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.

- | | |
|----------------|---------------|
| A) associated | I) slight |
| B) examine | J) specify |
| C) indicate | K) superior |
| D) nuisance | L) suspicious |
| E) peak | M) tip |
| F) preventing | N) treated |
| G) prohibiting | O) visual |
| H) sensitive | |

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**.

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

- A) I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.
- B) Since there is no way for me to avoid exams, I am currently questioning what kind of exams are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full

week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

- C) As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. "That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained, "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill."
- D) He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled "Introduction To Congress." Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.
- E) Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams. "Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries," she told me. "Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention."
- F) Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. "In my field, it's not what you know—it's what you know how to find out," says Koch. "There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them."
- G) Students' test-form preferences vary, too, often depending on the subject and course difficulty. "I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research," says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up." Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. "If you understand the material and have the ability to articulate(说出) your thoughts, they should be a breeze."
- H) How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

- I) Yes, my advanced age must factor into the equation(等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."
- J) If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, "I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test," he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.
- K) Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake." When the students came in, sharpened pencils in hand, there was not a bluebook in sight. Rather, they saw a large chocolate cake and they each were given a slice.
36. Elderly students find it hard to keep up with the rapid changes in education.
37. Some believe take-home exams may affect students' performance in other courses.
38. Certain professors believe in-class exams are ultimately more helpful to students.
39. In-class exams are believed to discourage cheating in exams.
40. The author was happy to learn she could do some exams at home.
41. Students who put off their work until the last moment often find the exams more difficult than they actually are.
42. Different students may prefer different types of exams.
43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.
44. The author dropped out of college some forty years ago.
45. Some students think take-home exams will eat up their free time.

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.

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the "first-night" effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time

so that they can rest while remaining alert enough to avoid predators(捕食者). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university's Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants' brains behaved in a similar manner seen in birds and dolphins. On the first night only, the left hemispheres(半球) of their brains did not sleep nearly as deeply as their right hemispheres did.

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed beeps(蜂鸣声) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

46. What did researchers find puzzling about the first-night effect?
- A) To what extent it can trouble people.
 - B) What role it has played in evolution.
 - C) What circumstances may trigger it.
 - D) In what way it can be beneficial.
47. What do we learn about Dr. Yuka Sasaki doing her research?
- A) She found birds and dolphins remain alert while asleep.
 - B) She found birds and dolphins sleep in much the same way.
 - C) She got some idea from previous studies on birds and dolphins.
 - D) She conducted studies on birds' and dolphins' sleeping patterns.
48. What did Dr. Sasaki do when she first did her experiment?
- A) She monitored the brain activity of participants sleeping in a new environment.
 - B) She recruited 35 participants from her Department of Psychological Sciences.
 - C) She studied the differences between the two sides of participants' brains.
 - D) She tested her findings about birds and dolphins on human subjects.
49. What did Dr. Sasaki do when re-running her experiment?
- A) She analyzed the negative effect of irregular tones on brains.
 - B) She recorded participants' adaptation to changed environment.
 - C) She exposed her participants to two different stimuli.
 - D) She compared the responses of different participants.
50. What did Dr. Sasaki find about the participants in her experiment?
- A) They tended to enjoy certain tones more than others.
 - B) They tended to perceive irregular beeps as a threat.
 - C) They felt sleepy when exposed to regular beeps.
 - D) They differed in their tolerance of irregular tones.

Passage Two

Questions 51 to 55 are based on the following passage.

It's time to reevaluate how women handle conflict at work. Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

Did you know women are more likely than men to feel exhausted? Nearly twice as many women than men ages 18-44 reported feeling "very tired" or "exhausted", according to a recent study.

This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home. One reason women may feel exhausted is that they have a hard time saying "no." Women want to be able to do it all—volunteer for school parties or cook delicious meals—and so their answer to any request is often "Yes, I can."

Women struggle to say "no" in the workplace for similar reasons, including the desire to be liked by their colleagues. Unfortunately, this inability to say "no" may be hurting women's health as well as their career.

At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don't want to be viewed as aggressive or disruptive at work. For example, there's a problem that needs to be addressed immediately, resulting in a dispute over who should be the one to fix it. Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem—even if that means doing the boring work themselves.

This difference in handling conflict could be the deciding factor on who gets promoted to a leadership position and who does not. Leaders have to be able to delegate and manage resources wisely – including staff expertise. Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

51. What does the author say is the problem with women?

- A) They are often unclear about the career goals to reach.
- B) They are usually more committed at home than on the job.
- C) They tend to be over-optimistic about how far they could go.
- D) They tend to push themselves beyond the limits of their ability.

52. Why do working women of child-bearing age tend to feel drained of energy?

- A) They struggle to satisfy the demands of both work and home.
- B) They are too devoted to work and unable to relax as a result.
- C) They do their best to cooperate with their workmates.
- D) They are obliged to take up too many responsibilities.

53. What may hinder the future prospects of career women?

- A) Their unwillingness to say "no".
- B) Their desire to be considered powerful.
- C) An underestimate of their own ability.
- D) A lack of courage to face challenges.

54. Men and woman differ in their approach to resolving workplace conflicts in that_____.

- A) women tend to be easily satisfied
- B) men are generally more persuasive
- C) men tend to put their personal interests first
- D) women are much more ready to compromise

55. What is important to a good leader?

- A) A dominant personality.
- B) The ability to delegate.
- C) The courage to admit failure.
- D) A strong sense of responsibility.

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**.

泰山位于山东省西部。海拔1500余米,方圆约400平方公里。泰山不仅雄伟壮观,而且是一座历史文化名山,过去3000多年一直是人们前往朝拜的地方。据记载,共有72位帝王曾来此游览。许多作家到泰山获取灵感,写诗作文,艺术家也来此绘画。山上因此留下了许许多多的文物古迹。泰山如今已成为中国一处主要的旅游景点。

2017年12月·第1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2017年12月·第1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1套(2017-12) • 四级

Part I

Directions: *For this part, you are allowed 30 minutes to write a short essay on **how to best handle the relationship between parents and children**. You should write at least 120 words but no more than 180 words.*

【参考范文·141 词】 写作无唯一标准答案，以下为达标示范

How to best handle the relationship between parents and children is a topic worth pondering. In my view, a harmonious family bond does not fall from the sky; rather, it is built up when both sides work at it together.

To begin with, equal communication matters most. Parents should listen to their children as friends instead of giving orders, while children ought to share their true feelings honestly; only in this way can misunderstandings be cleared up. Besides, mutual respect is equally vital. Since every generation has its own values, both sides need to respect each other's choices and leave enough personal space, which prevents needless quarrels.

In a word, a warm parent-child relationship never depends on one side alone. As long as parents and children communicate openly and respect each other, they will surely enjoy a closer and happier tie.

【参考译文】

如何最好地处理亲子关系是一个值得深思的话题。在我看来，和睦的家庭关系不会从天而降，而是父母与子女双方共同用心经营才建立起来的。

首先，平等的沟通最为重要。父母应像对待朋友一样倾听孩子，而不是一味发号施令；子女也应坦诚地表达自己真实的感受，唯有如此才能消除误会。其次，相互尊重同样至关重要。既然每一代人都有自己的价值观，双方就需要尊重彼此的选择、给对方留足够的个人空间，这样才能避免无谓的争吵。

总而言之，温暖的亲子关系从不靠单方面维系。只要父母和子女坦诚沟通、彼此尊重，就一定能拥有更亲密、更幸福的关系。

【第1段】改写引入+亮观点。首段先把题目话题改写成 How to best handle the relationship between parents and children is a topic worth pondering, 避免生硬抄题; 再用 does not fall from the sky; rather, it is built up when both sides work at it together 以『不是A而是B』句式亮出双方共建的中心, 落实了第一段『点题亮总观点』的功能。

【第2段】两条做法各带理由。主体段用 To begin with 和 Besides 分出两条做法: 第一条 equal communication, 跟上 only in this way can misunderstandings be cleared up 说清为什么有效; 第二条 mutual respect, 用 Since every generation has its own values ... which prevents needless quarrels 补足理由, 兑现了『一条做法配一句为什么』, 没有只堆名词。

【第3段】重申加展望收尾。结尾用 In a word ... never depends on one side alone 重申双向共建的中心, 再用 As long as parents and children ... they will surely enjoy a closer and happier tie 给出正面展望, 首尾呼应、落实了『回扣双向共建收尾』。

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

教如何处理亲子关系

本题的核心任务一句话钉死: 写一篇短文说清 how to best handle the relationship between parents and children, 重心落在『怎么做/用什么方法』, 而不是论证关系重不重要。要求里写的是 write a short essay, 所以说理型短文, 不是书信通知。

读者 • 语域

面向阅卷人的正式书面语

本题没有具体收信对象, 也不要求署名, 属于纯议论大作文; 把读者设定为阅卷人即可, 用正式、客观的书面语, 避免 you know、gonna 这类口语, 也不用写称呼和落款。给你的时间是 30 minutes, 语域求稳不求花。

中心立意

关系靠双方共同经营

中心论点：良好的亲子关系不会自动产生，而要父母与子女双方一起用心经营。这正面回应了 how to best handle the relationship between parents and children 里的 how，并且暗含『双向』，避免只从子女单方视角谈。

要展开的要点

1. 平等沟通

第一条做法：父母像朋友一样倾听、子女坦诚表达真实感受，用平等沟通化解误会——这是最能落地、也最好举例的一条。

2. 相互尊重与留空间

第二条做法：两代人价值观不同，双方要尊重彼此的选择、给对方留足够的个人空间，从而减少无谓争吵。这一条自然带出关系的双向性。

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 点题亮总观点

引出话题并亮明中心：处理好亲子关系要靠父母与子女双方共同经营。

第 2 段 分条论证做法

主体段集中给出两条具体做法（平等沟通、相互尊重与留空间），每条配一句为什么有效。

第 3 段 重申升华收尾

重申总观点、强调关系是双向的，简短升华作结。

第 1 段 亲子关系靠双方共建

落点内容：亲子关系值得深思，好关系不会从天而降，而是父母和子女双方一起经营出来的——直接回应 how to best handle the relationship between parents and children。

改写话题引入 · How to ... is a topic worth pondering. —— 用『How to + 任务 + is a topic worth pondering』把题目话题换个说法引出，替换掉直接抄题。

不是A而是B亮观点 · In my view, ... does not ..., but rather ... —— 用『不是A，而是B』一句立起中心，B 处填你的核心主张。

第 2 段 沟通+尊重两条做法

落点内容：做法一，父母像朋友一样倾听、子女坦诚表达，用平等沟通消除误会；做法二，两代价值观不同，双方相互尊重、给彼此留个人空间，减少争吵。两条都体现 how to best handle the relationship between parents and children 里 how 的要求。

分点连接词 · To begin with, ...; Besides, ... —— 用 To begin with / Besides 给每条做法开头，做法之间层次分明。

亮做法带理由 · ... matters most. ...; only in this way can ... —— 先一句点出做法重要，再用『only in this way can + 结果』说清它为什么有效。

补充理由从句 · Since ..., both sides need to ..., which ... —— 用 Since 引原因、which 引出好处，把一条做法说透而不只报名词。

第3段 重申双向并展望

落点内容：重申好的亲子关系从不靠单方，只要双方坦诚沟通、彼此尊重，就能拥有更亲密幸福的关系——呼应 how to best handle the relationship between parents and children，并点出关系的双向性。

总结重申 · In a word, ... never depends on one side alone. —— 用 In a word 收束，never depends on one side alone 强调双向、回扣中心。

只要就会展望 · As long as ..., they will surely ... —— 用『As long as + 做法, will surely + 好结果』把方法和积极前景挂钩收尾。

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

扣紧做法不空谈

本题达标关键是回答 how to best handle the relationship between parents and children 中的 how，全篇都要落在平等沟通、相互尊重这类做法上；最易失分处是通篇大谈亲子关系多重要却不给方法。

结构连贯

三段加过渡词

本题按总—分—总三段写，主体段两条做法分别用连接词开头、结尾用总结词收束；最易失分处是通篇一段到底或做法之间没有过渡、糊成一团。

语言准确

搭配地道句式有变

本题多写 listen to ... as friends、respect each other's choices 这类准确搭配，并混用倒装 only in this way can 和 As long as 从句；最易失分处是主谓一致、单复数和时态的低级错误。

字数格式

守住上下限双线

要求 at least 120 words but no more than 180 words，下限和上限都硬，低于或超过都扣分；写议论文没有署名格式负担，重点是数够词又不注水。

典型低分写法 · 反面示例与改法

只谈重要性跑题

反面示例：The relationship between parents and children is very important, because it affects a child's whole life and the harmony of society. (整段只说重要、不给方法，偏离 how)。修正：Parents and children should communicate as equals, listening to each other patiently so that misunderstandings can be cleared up. (改成具体做法加理由)。

堆名词无论证

反面示例：We need communication, respect, understanding, tolerance and love to handle the relationship. (一串名词，无展开)。修正：We need honest communication: when parents listen instead of ordering, children become willing to share, and conflicts fade. (选一条展开、配上因果)。

只从子女单方谈

反面示例：Children should obey their parents and study hard, then the relationship will be good. (只要求子女单方)。修正：Both parents and children should make efforts: parents give space and trust, while children stay honest and considerate. (父母子女两端都写到)。

英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1套 英语四级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2017年12月·第1套 英语四级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第1套(2017-12) • 四级

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

Part II

Listening Comprehension

(25 minutes)

Section A

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

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

1 A 9-year-old girl in New Mexico has raised more than \$500 for her little brother who needs heart surgery in Houston, Texas this July. Addison Witulski's grandmother, Kim Allred, said Addison probably overheard a conversation between family members talking about the funds needed to get her little brother to treatment. "I guess she overheard her grandfather and me talking about how we're worried about how we're going to get to Houston, for my grandson's heart surgery," said Allred. "She decided to go outside and have a lemonade stand and make some drawings and pictures and sell them." That's when Addison and her friends Erika and Emily Borden decided to sell lemonade for 50 cents a cup and sell pictures for 25 cents each. Before Allred knew it, New Mexico State Police Officers were among the many stopping by helping them reach a total of \$568. The family turned to social media expressing their gratitude saying, "From the bottom of our hearts, we would like to deeply thank each and every person that stopped by!"

新墨西哥州一名9岁女孩为需要在德克萨斯州休斯顿接受心脏手术的弟弟筹集了500多美元，手术定于今年7月进行。Addison Witulski的祖母Kim Allred说，Addison可能无意中听到了家人之间关于送弟弟去治疗所需资金的谈话。Allred说："我想她无意中听到了她祖父和我谈论我们如何担心怎样去休斯顿为我孙

子做心脏手术。她决定到外面摆一个柠檬水摊，画一些画并把它们卖掉。"就在那时，Addison和她的朋友Erika和Emily Borden决定以每杯50美分的价格出售柠檬水，以每张25美分的价格出售画作。Allred还没反应过来，新墨西哥州警察就在众多停下来帮助他们的人当中，帮助他们筹集到了总共568美元。这家人在社交媒体上表达了他们的感激之情，说："我们从心底深深感谢每一位停下来的人！"

1. A) Her grandfather.
B) Her grandmother.
C) Her friend Erika.
D) Her little brother.

【题目】 Who did Addison raise the money for?

【翻译】 Addison 为谁筹集资金？

A) 她的祖父。 B) 她的祖母。 C) 她的朋友 Erika。 D) 她的弟弟。

【答案】 D (细节题) Her little brother.

【定位】 A 9-year-old girl in New Mexico has raised more than \$500 for her little brother who needs heart surgery in Houston, Texas this July.

新墨西哥州一名9岁女孩为她需要在今年7月去得克萨斯州休斯顿做心脏手术的小弟弟筹得了500多美元。

【信号】 首句 for 直接点出受益人。新闻头一句往往就是核心事实。这里 raised more than \$500 for her little brother 中的介词 for 是答案信号——for 后面跟的人就是"为谁筹钱"的答案，后面紧跟的 who needs heart surgery 又佐证了弟弟正是需要帮助的那个人。

【替换】 for her little brother ↔ **Her little brother.**

近乎原词，但锁定靠 for 这个信号

【排除】 A) 原词陷阱

录音里 she overheard her grandfather and me talking 确实念到了 grandfather，但他是在"商量怎么凑钱"的人，不是钱要给的人。听到 grandfather 就选 A，正是落进了"听到原词就选"的陷阱。

借用原文：she overheard her grandfather and me talking

B) 张冠李戴

祖母 Kim Allred 是整段新闻的讲话人 said Allred，是"说事"的人，不是"被帮助"的人。把说话的长辈当成筹钱对象，是把角色张冠李戴了。

借用原文：said Allred

C) 原词陷阱

her friends Erika and Emily Borden decided to sell lemonade 说明 Erika 是和 Addison 一起摆摊卖东西的伙伴，是"帮着筹"的人，不是钱要给的人。选项盗用了真出现的人名 Erika 来诱选。

借用原文：her friends Erika and Emily Borden decided to sell lemonade

2. A) By taking pictures for passers-by.
B) By selling lemonade and pictures.
C) By working part time at a hospital.
D) By asking for help on social media.

【题目】 How did Addison raise the money?

【翻译】 Addison 如何筹集资金?

- A) 为路人拍照。 B) 售卖柠檬水和照片。 C) 在医院做兼职。
D) 在社交媒体上寻求帮助。

【答案】 B (细节题) By selling lemonade and pictures.

【定位】 She decided to go outside and have a lemonade stand and make some drawings and pictures and sell them. That's when Addison and her friends Erika and Emily Borden decided to sell lemonade for 50 cents a cup and sell pictures for 25 cents each.

她决定到外面摆一个柠檬水摊，画一些画，然后把它们卖掉。就在那时，Addison 和她的朋友 Erika、Emily Borden 决定以每杯50美分卖柠檬水、以每张25美分卖画。

【信号】 并列动作 sell...and sell... 列全做法。 答案信号是连续的动作动词与并列连词 and: sell lemonade for 50 cents a cup and sell pictures for 25 cents each, 两个 sell 把"卖柠檬水"和"卖画"两件事都摆出来，这正是"怎么筹钱"的完整答案。

【替换】 sell lemonade for 50 cents a cup and sell pictures for 25 cents each ↔

By selling lemonade and pictures.

详述被概括: 两个 sell 合并为 selling...and...

make some drawings and pictures and sell them ↔ **selling lemonade and pictures**

drawings and pictures 即 selling pictures 的来源

【排除】 A) 原词陷阱

录音是 make drawings and pictures and sell them(画画并卖画)，选项 By taking pictures for passers-by. 把它换成"给路人拍照"。picture 这个词录音确实念了，但配的动作是"卖"不是"拍"，听到 picture 就选 A 即中招。

借用原文: make some drawings and pictures and sell them

C) 未提及

By working part time at a hospital. 里的 hospital 像是和"心脏手术"沾边，其实录音只提到弟弟要做手术，从没说 Addison 去医院兼职打工筹钱，这一做法纯属虚构。

D) 原词陷阱

录音确实出现 The family turned to social media expressing their gratitude, 但用社交媒体是为了"表达感谢"，不是筹钱办法。选项 By asking for help on social media. 盗用 social media 一词并把用途偷换成"求助筹钱"。

借用原文: The family turned to social media expressing their gratitude

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

1 Last week, France announced that the country will pave 621 miles of road with solar panels over the next five years, with the goal of providing cheap, renewable energy to five million people. Called "the Ward Way," the roads will be built through joint efforts with the French road building company Colas and the National Institute of Solar Energy. The company spent the last five years developing solar panels that are only about a quarter of an inch thick and are strong enough to stand up to heavy highway traffic without breaking or making the roads more slippery. The panels are also designed so that they can be installed directly on top of the existing roadways, making them relatively cheap and easy to install. France is the first country to kick around the idea of paving its roads with solar panels. In November 2015, the Netherlands completed a 229-foot long bike path paved with solar panels as a test for future projects. However, this is the first time a panel has been designed to be laid directly on top of existing roads and the first project to install the panels on public highways.

上周,法国宣布该国将在未来五年内用太阳能电池板铺设621英里的道路,目标是为500万人提供廉价的可再生能源。这些道路被称为"Watt Way",将由法国筑路公司Colas和国家太阳能研究所共同建设。该公司在过去五年里开发出了厚度仅约四分之一英寸的太阳能电池板,这些电池板足够坚固,能够承受繁忙的高速公路交通而不会破裂,也不会使道路变得更加湿滑。这些电池板的设计使其可以直接安装在现有路面之上,因此相对便宜且易于安装。法国是第一个提出用太阳能电池板铺设道路这一想法的国家。2015年11月,荷兰建成了一条229英尺长的太阳能电池板自行车道,作为未来项目的测试。然而,这是首次设计出可直接铺设在现有道路上的电池板,也是首个在公共高速公路上安装电池板的项目。

3. A) Testing the efficiency of the new solar panel.
B) Providing clean energy to five million people.
C) Generating electric power for passing vehicles.
D) Finding cheaper ways of highway construction.

【题目】 What was France's purpose of constructing the Ward Way?

【翻译】 法国建造沃德路的目的是什么?

- A) 测试新型太阳能电池板的效率。 B) 为五百万人提供清洁能源。 C) 为过往车辆发电。
D) 寻找更便宜的公路建设方式。

【答案】 B (目的题) Providing clean energy to five million people.

【定位】 Last week, France announced that the country will pave 621 miles of road with solar panels over the next five years, with the goal of providing cheap, renewable energy to five million people.

上周,法国宣布将在未来五年内用太阳能板铺设 621 英里道路,目标是为五百万人提供廉价、可再生的能源。

【信号】 with the goal of 直接领出目的。答案信号是 with the goal of 这个短语——它明明白白领出"目的",紧跟其后的 providing cheap, renewable energy to five million people 就是法国修路要达到的目标,正是本题答案落点。

【替换】 providing cheap, renewable energy to five million people ↔

Providing clean energy to five million people.

renewable energy 换成 clean energy

【排除】 A) 原词陷阱

A 借了录音里反复出现的 solar panels 制造耳熟感，但录音从没说目的是"测试新板子的效率"——"testing efficiency"原文根本没提，是听到 solar panel 就想选的原词陷阱。

借用原文：developing solar panels

C) 偷换概念

录音说供能给 five million people (人)，C 却说 Generating electric power for passing vehicles. (给过往车辆供电)。electric power 听着像 energy，但"给谁"被从"人"偷换成"车"，录音通篇没提给车辆供电。

借用原文：providing cheap, renewable energy to five million people

D) 答非所问

录音后文确实提到 making them relatively cheap and easy to install，D 抓住 cheap 一词说目的是"找更便宜的修路法"。但"便宜"是这套板子安装上的附带优点，不是法国修 Ward Way 的目的；目的句明写的是供能给五百万人。

借用原文：making them relatively cheap and easy to install

-
4. A) They are made from cheap materials.
B) They are only about half an inch thick.
C) They can be laid right on top of existing highways.
D) They can stand the wear and tear of natural elements.

【题目】 What is special about the solar panels used in the Ward Way?

【翻译】 沃德路使用的太阳能电池板有什么特别之处？

- A) 它们由廉价材料制成。 B) 它们只有大约半英寸厚。
C) 它们可以直接铺设在现有公路上面。 D) 它们能够承受自然因素的磨损。

【答案】 C (细节题) They can be laid right on top of existing highways.

【定位】 The panels are also designed so that they can be installed directly on top of the existing roadways, making them relatively cheap and easy to install.

这些板子还经过特别设计，可以直接安装在现有路面之上，使其安装相对便宜又简便。

【信号】 are designed so that 引出独特设计。答案信号是 are also designed so that——"经过专门设计以便....."这类强调设计意图的句式，正是在点出板子的特别之处；其后 installed directly on top of the existing roadways 即本题要的特点。文末 this is the first time a panel has been designed to be laid directly on top of existing roads 又用"首次"再次强化了这一点。

【替换】 installed directly on top of the existing roadways ↔

They can be laid right on top of existing highways.

installed≈laid、roadways≈highways

【排除】 A) **原词陷阱**

录音说的是安装"relatively cheap", A 却说 They are made from cheap materials. (由廉价材料制成)。cheap 一词录音真念过, 但说的是"安装便宜"而非"材料便宜", 材料是否廉价原文根本没提。

借用原文: relatively cheap and easy to install

B) **与原文相反**

录音明说板子 only about a quarter of an inch thick (约四分之一英寸厚), B 却写 only about half an inch thick. (约半英寸)。句式照搬、数字却由 quarter 偷改成 half, 是最阴的数字陷阱——不逐位核对数字就会上当。

借用原文: only about a quarter of an inch thick

D) **偷换概念**

录音说板子强到能 stand up to heavy highway traffic (承受重型公路交通), D 却说 stand the wear and tear of natural elements. (耐受自然环境的磨损)。stand 这个动词录音念过, 但承受的对象从"重型交通"被偷换成"自然环境磨损", 后者原文没提。

借用原文: strong enough to stand up to heavy highway traffic

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

¹ Lions have disappeared from much of Africa, but for the past few years scientists have wondered if the big cats were hanging on in remote parts of Sudan and Ethiopia. Continuous fighting in the region has made surveys difficult. But scientists released a report Monday documenting with hard evidence the discovery of "lost lions." A team with Oxford University's Wildlife Conservation Research Unit, supported by a charity organization, spent two nights in November camping in a national park in northwest Ethiopia on the Ethiopia-Sudan border. The researchers set out six camera traps, capturing images of lions, and the identified lion tracks. The scientists concluded that lions are also likely to live in a neighboring national park across the border in Sudan. The International Union for Conservation of Nature had previously considered the area a "possible range" for the species, and local people had reported seeing lions in the area, but no one presented convincing evidence.

狮子已经从非洲大部分地区消失, 但在过去几年里, 科学家们一直想知道这种大型猫科动物是否还在苏丹和埃塞俄比亚的偏远地区生存。该地区持续的战斗使调查工作变得困难。但科学家们周一发布了一份报告, 用确凿证据记录了"失踪狮子"的发现。牛津大学野生动物保护研究部门的一个团队在一家慈善组织的支持下, 于11月在埃塞俄比亚西北部埃塞俄比亚-苏丹边境的一个国家公园露营了两晚。研究人员设置了六台相机陷阱, 捕捉到了狮子的图像, 并识别出了狮子的足迹。科学家们得出结论, 狮子也可能生活在苏丹境内边境另一边的邻近国家公园中。国际自然保护联盟此前曾认为该地区是该物种的"可能分布区", 当地人也报告说在该地区看到过狮子, 但没有人提出令人信服的证据。

5. A) The lack of clues about the species.
B) Inadequate funding for research.
C) Endless fighting in the region.
D) The hazards from the desert.

【题目】 What has made it difficult to survey lions in remote parts of Sudan and Ethiopia?

【翻译】 是什么使得在苏丹和埃塞俄比亚偏远地区调查狮子变得困难？

- A) 缺乏关于该物种的线索。 B) 研究资金不足。 C) 该地区无休止的战斗。
D) 来自沙漠的危险。

【答案】 C (细节题) Endless fighting in the region.

【定位】 Continuous fighting in the region has made surveys difficult.

该地区持续不断的战乱使得调查工作变得困难。

【信号】 made ... difficult 因果信号。 定位靠的是因果障碍信号：录音里 has made surveys difficult 这一短语正对应题干的 made it difficult to survey，它前面的主语 Continuous fighting in the region 就是造成困难的原因。听到 made ... difficult 就该立刻锁定它前面的主语。

【替换】 Continuous fighting in the region ↔ **Endless fighting in the region**

Continuous=Endless 近义替换

【排除】 A) 答非所问

录音确实提到此前 no one presented convincing evidence (无人拿出有力证据)，听起来像『缺线索』，但那是讲『过去为何没定论』，并非题干问的『让调查变难』的原因。把它当 A 选，是被『缺证据』的语义带偏，答非所问。

借用原文：no one presented convincing evidence

B) 未提及

Inadequate funding for research. 说『研究缺钱』，但全文只说研究 supported by a charity organization (有慈善机构资助)，从没说经费不足。这是凭常识『科研常缺钱』脑补出来的，录音里没有依据。

D) 未提及

The hazards from the desert. 说困难来自沙漠的危险。录音讲的是在国家公园露营、布相机，全程没提沙漠或其危险；这是借『非洲、野外』的背景联想硬造出的障碍，原文没有。

-
6. A) To observe the wildlife in the two national parks.
B) To study the habitat of lions in Sudan and Ethiopia.
C) To identify the reasons for the lions' disappearance.
D) To find evidence of the existence of the "lost lions".

【题目】 What was the main purpose of the research?

【翻译】 这项研究的主要目的是什么？

- A) 观察两个国家公园内的野生动物。 B) 研究苏丹和埃塞俄比亚狮子的栖息地。
C) 查明狮子消失的原因。 D) 寻找"失踪的狮子"存在的证据。

【答案】 **D** (目的题) To find evidence of the existence of the "lost lions".

【定位】 But scientists released a report Monday documenting with hard evidence the discovery of "lost lions."

但是科学家们周一发布了一份报告，用确凿的证据记录下了对"消失的狮子"的发现。

【信号】 **转折but后才是真意**。定位靠转折信号：But scientists released a report of But 把前文『狮子在非洲大片消失、调查困难』的铺垫一转，转折之后才是这则新闻的核心——用确凿证据 documenting with hard evidence the discovery of "lost lions"，即研究就是为了证明这些消失的狮子还在。

【替换】 documenting with hard evidence the discovery of "lost lions" ↔

To find evidence of the existence of the "lost lions"

拿证据记录发现=找存在证据

【排除】 A) **原词陷阱**

To observe the wildlife in the two national parks. 借用了录音里的 national park 制造熟耳感，但研究目的不是泛泛地『观察野生动物』，而是专门找狮子还在的证据。把发生地点 national park 当成目的，是听到原词就想选。

借用原文：camping in a national park

B) **原词陷阱**

To study the habitat of lions in Sudan and Ethiopia. 把录音里的地名 Sudan and Ethiopia 搬进选项，听着很熟。但研究目的是『证明狮子还在』，不是研究其栖息地 (habitat 录音根本没提)。属盗用地名+脑补 habitat。

借用原文：Sudan and Ethiopia

C) **与原文相反**

To identify the reasons for the lions' disappearance. 说目的是『查清狮子消失的原因』。录音只说狮子曾 disappeared from much of Africa，研究做的是证明它们还在、而非研究为何消失，方向正好相反。

借用原文：Lions have disappeared from much of Africa

7. A) Lions' tracks.

B) Lions walking.

C) Some camping facilities.

D) Traps set by local hunters.

【题目】 **What did the researchers find in the national park?**

【翻译】 研究人员在国家公园里发现了什么？

- A) 狮子的足迹。 B) 正在行走的狮子。 C) 一些露营设施。 D) 当地猎人设置的陷阱。

【答案】 **A** (细节题) Lions' tracks.

【定位】 The researchers set out six camera traps, capturing images of lions, and the identified lion tracks.

研究者们布设了六台相机陷阱(红外相机)，拍到了狮子的影像，并辨认出了狮子的足迹。

【信号】 **identified 发现动词信号**。定位靠发现动词：identified lion tracks 里的 identified (辨认出) 正是『发现』动作，紧跟其后的宾语 lion tracks 就是研究者找到的东西，直接对应选项。

【替换】 identified lion tracks ↔ **Lions' tracks**

lion tracks=Lions' tracks 几近原词

【排除】 **B) 原词陷阱**

Lions walking. 借了录音 capturing images of lions (拍到狮子的影像) 里的 lions 制造熟耳感，但录音只说拍到狮子的『影像』，从没说拍到『狮子在走动』walking 这个动作，是把影像脑补成了具体动作。

借用原文：capturing images of lions

C) 原词陷阱

Some camping facilities. 借用录音里的 camping in a national park 的 camping 制造熟耳感。但 camping 说的是研究者在公园里露营两晚这件事，不是他们『发现』了某些露营设施，张冠李戴。

借用原文：camping in a national park

D) 原词陷阱

Traps set by local hunters. 是最毒的一项：它盗用了录音 set out six camera traps 里的 traps。但录音的 traps 是研究者布设的 camera traps (红外相机)，不是『当地人设的陷阱』；既换了设置人(研究者→hunters)，又换了性质(相机→捕猎陷阱)。

借用原文：set out six camera traps

Section B

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

Questions 8 to 11 are based on the conversation you have just heard.

1 M: I bet you're looking forward to the end of this month, aren't you?

M: 我敢说你很期待这个月底吧，是不是？

2 W: Yes, I am. How did you know?

W: 是的，我很期待。你怎么知道的？

3 M: David told me you had a special birthday coming up.

M: David告诉我你有个特别的生日要到了。

4 W: Oh, yes. That's right. This year would be my golden birthday.

W: 哦, 是的。没错。今年是我的黄金生日。

5 M: What does that mean? I've never heard of a golden birthday.

M: 那是什么意思? 我从来没听说过黄金生日。

6 W: I've actually just learned of this concept myself. Fortunately, just in time to celebrate. A golden or lucky birthday is when one turns the age of their birth date. So, for example, my sister's birthday is December 9th and her golden birthday would have been the year she turns 9 years old. Come to think of it, my parents did throw her a surprise party that year.

W: 其实我自己也是刚知道这个概念。幸好及时知道了可以庆祝。黄金生日或者幸运生日是指一个人过的年龄正好和他出生日期的日数相同。比如说, 我妹妹的生日是12月9号, 她的黄金生日就是她9岁那年。现在想起来, 我父母那年确实给她办了个惊喜派对。

7 M: Interesting. Too bad I missed mine. My golden birthday would've been four years ago. I assume you've got big plans then.

M: 有意思。可惜我错过了我的。我的黄金生日应该是四年前。我猜你肯定有大计划了。

8 W: Actually yes. My husband is planning a surprise holiday for the two of us next week. I have no idea what he's gotten in mind, but I'm excited to find out. Has he mentioned anything to you?

W: 确实是的。我丈夫正在计划下周给我们俩安排一个惊喜假期。我完全不知道他想的是什么, 但我很兴奋想知道。他有跟你提过什么吗?

9 M: He might have.

M: 他可能提过。

10 W: Anything you'd like to share? I'm dying to know what kind of trip he has planned where we're going.

W: 有什么可以分享的吗? 我特别想知道他计划的是什么样的旅行, 我们要去哪儿。

11 M: Yeah, nothing at all.

M: 完全没有。

12 W: Not a clue. Hard to imagine, isn't it! Though I must say, I think it has been even more fun keeping the secret for me the past few weeks.

W: 一点线索都没有。很难想象吧! 不过我得说, 我觉得过去几周替我保守这个秘密对他来说更有意思。

13 M: I'm sure both of you will have a fantastic time. Happy golden birthday! I can't wait to hear all about it when you get back.

M: 我相信你们俩会玩得很开心的。黄金生日快乐! 等你们回来我迫不及待想听你说说这次旅行。

8. A) A special gift from the man.
B) Her wedding anniversary.
C) A call from her dad.
D) Her 'lucky birthday'.

【题目】 What is the woman looking forward to?

【翻译】 这位女士期待什么？

- A) 来自这位男士的特别礼物。 B) 她的结婚纪念日。 C) 她父亲打来的电话。
D) 她的"幸运生日"。

【答案】 D (细节题) Her 'lucky birthday'.

【定位】 Oh, yes. That's right. This year would be my golden birthday.

哦，对，没错。今年是我的"黄金生日"。

【信号】 女士对男士提问的直接应答。男士先说 David told me you had a special birthday coming up., 女士紧接着应答 This year would be my golden birthday.——被问者的直接确认就是答案信号，她盼的正是这个特殊生日。

【替换】 my golden birthday ↔ Her 'lucky birthday'.

golden = lucky 同义改写

【排除】 A) 未提及

选项说她盼"男士送的特别礼物"，但录音里男士从头到尾没说要送礼，是凭空造出来的对象。

B) 偷换概念

录音反复讲的是 golden birthday (生日)，选项却换成 wedding anniversary (结婚纪念日)；二者都和"重要日子"沾边，易混，但录音从未提纪念日。

借用原文：my golden birthday

C) 原词陷阱

录音第6段提到女士 my parents (父母)，选项把它扭成"爸爸来电"——它蹭了"家人"这个原词印象，但女士盼的是生日，不是一通电话，听到"父母"就选 C 正中圈套。

借用原文：my parents

-
9. A) Threw her a surprise party.
B) Took her on a trip overseas.
C) Bought her a gold necklace.
D) Gave her a big model plane.

【题目】 What did the woman's parents do on her sister's lucky birthday?

【翻译】 这位女士的父母在她姐姐的幸运生日那天做了什么？

- A) 为她举办了一个惊喜派对。 B) 带她去海外旅行。 C) 给她买了一条金项链。
D) 送给她一个大型飞机模型。

【答案】 **A** (细节题) Threw her a surprise party.

【定位】 Come to think of it, my parents did throw her a surprise party that year.

这么一想，那一年我父母确实给她办了个惊喜派对。

【信号】 出现题干限定词 **parents + 动作动词**。这句里同时出现题干锁定的 my parents 和动作 throw her a surprise party，主语、对象、动作三对齐，正是承载答案的那一句。

【替换】 throw her a surprise party ↔ Threw her a surprise party.

几乎原句对应，仅时态调整

【排除】 **B) 张冠李戴**

录音里“旅行”是后文 My husband is planning a surprise holiday 说的、是丈夫为女士本人筹划的；选项却把“带旅行”安到父母为姐姐做的事上，主体和对象都错位了。

借用原文：My husband is planning a surprise holiday

C) 原词陷阱

本组话题是 golden birthday，选项 Bought her a gold necklace. 借 gold 一词制造“听到 gold 就想选”的诱惑，但录音从没说父母买金项链。

借用原文：A golden or lucky birthday

D) 未提及

Gave her a big model plane. 【模型飞机】在录音里完全没出现，是凭空编造的实物，无任何原文影子。

10. A) What her husband and the man are up to.

B) What has been troubling her husband.

C) The trip her husband has planned.

D) The gift her husband has bought.

【题目】 What is the woman eager to find out about?

【翻译】 这位女士急于了解什么？

A) 她丈夫和这位男士在策划什么。 B) 一直困扰她丈夫的是什么。

C) 她丈夫计划的旅行。 D) 她丈夫买的礼物。

【答案】 **C** (细节题) The trip her husband has planned.

【定位】 Anything you'd like to share? I'm dying to know what kind of trip he has planned where we're going.

有什么能透露给我的吗？我太想知道他计划的是什么样的旅行、我们要去哪儿了。

【信号】 强烈愿望信号 **I'm dying to know**。I'm dying to know what kind of trip he has planned 里 dying to know 是“急切想知道”的强信号，正对应题干 eager to find out，其宾语 trip 就是她好奇的对象。

【替换】 what kind of trip he has planned ↔ The trip her husband has planned.

trip...he has planned 同义对应

【排除】 A) 偷换概念

选项说她想知道"丈夫和男士在搞什么", 但女士追问的只是丈夫计划的旅行 what kind of trip he has planned, 并没把男士也算进她好奇的对象里——选项擅自多绑一个人。

借用原文: what kind of trip he has planned

B) 答非所问

"想知道假期结果如何"是结尾男士说的 I can't wait to hear all about it when you get back., 不是女士此刻好奇的; 女士好奇的是出发前的"旅行计划", 不是回来后的"结果"。

借用原文: I can't wait to hear all about it when you get back.

D) 偷换概念

The gift her husband has bought. 与正解 The trip her husband has planned. 仅一词之差, 把"旅行"换成"礼物"; 录音明说她想知道的是 what kind of trip, 是 trip 不是 gift。

借用原文: what kind of trip he has planned

-
11. A) He wants to find out about the couple's holiday plan.
B) He is eager to learn how the couple's holiday turns out.
C) He will tell the woman the secret if her husband agrees.
D) He will be glad to be a guide for the couple's holiday trip.

【题目】 What does the man say at the end of the conversation?

【翻译】 这位男士在对话结束时说了什么?

- A) 他想了解这对夫妇的度假计划。 B) 他渴望知道这对夫妇的度假结果如何。
C) 如果她丈夫同意,他会告诉这位女士这个秘密。
D) 他很乐意为这对夫妇的度假旅行当导游。

【答案】 B (细节题) He is eager to learn how the couple's holiday turns out.

【定位】 I'm sure both of you will have a fantastic time. Happy golden birthday! I can't wait to hear all about it when you get back.

我相信你俩会玩得超开心。生日快乐! 我都等不及你们回来后听你讲这一路的事了。

【信号】 对话收尾句 + 强愿望词 can't wait. 这是男士在对话末尾的发言, I can't wait to hear all about it when you get back. 用 can't wait 表达"急切想听", when you get back 点明是"回来后听结果"——结尾位置 + 强愿望信号双重确认这是答案句。

【替换】 I can't wait to hear all about it when you get back ↔

He is eager to learn how the couple's holiday turns out.

can't wait to hear=eager to learn; 回来后听=结果如何

【排除】 A) 与原文相反

选项说他"想搞清楚旅行计划", 但男士说的是 when you get back (回来后听), 是事后的结果, 不是事前的计划; 而且想打听计划的恰恰是女士不是男士, 方向反了。

借用原文: I can't wait to hear all about it when you get back.

C) 未提及

He will tell the woman the secret if her husband agrees. 说他"若丈夫同意就告诉她秘密", 但男士全程在装糊涂 (Yeah, nothing at all.), 从未做这种带条件的承诺。

D) 过度推断

He will be glad to be a guide for the couple's holiday trip. 说他乐意当向导, 但男士只表达了祝福与想听结果, 根本没说要陪同/带路, 是凭祝福硬推出来的。

借用原文: I'm sure both of you will have a fantastic time.

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

1 W: Mr. Green, What do you think makes a successful negotiator?

W: Green先生,您认为什么使一个谈判者成功?

2 M: Well, that's hard to define. But I think successful negotiators have several things in common. They are always polite and rational people. They are firm, but flexible. They can recognize power and know how to use it. They are sensitive to the dynamics in the negotiation. The way it raises and falls, and how it may change direction. They project an image of confidence. And perhaps most importantly, they know when to stop.

M: 嗯,这很难定义。但我认为成功的谈判者有几个共同点。他们总是礼貌且理性的人。他们坚定但灵活。他们能识别权力并知道如何运用它。他们对谈判中的动态变化很敏感,比如气氛的起伏,以及可能改变的方向。他们展现出自信的形象。也许最重要的是,他们知道何时该停止。

3 W: And what about an unsuccessful negotiator?

W: 那不成功的谈判者呢?

4 M: Well, this is probably all of us when we start out. We are probably immature and over-trusting, too emotional or aggressive. We are unsure of ourselves and want to be liked by everyone. Good negotiators learn fast, poor negotiators remain like that and go on losing negotiations.

M: 嗯,这可能是我们所有人刚开始的样子。我们可能不成熟、过于信任别人、太情绪化或好斗。我们对自己没把握,想被所有人喜欢。优秀的谈判者学得快,糟糕的谈判者一直保持那样,不断在谈判中失利。

5 W: In your opinion, can the skills of negotiation be taught?

W: 您认为谈判技巧可以教授吗?

6 M: Well, you can teach someone how to prepare for negotiation. There're perhaps six stages in every negotiation: get to know the other side, state your goals, start the process, clarify areas of disagreement or conflict. Reassess your position, making acceptable compromises. And finally, reach some agreement in principle. These stages can be studied, and strategies to be used in each can be planned beforehand.

But I think the really successful negotiator is probably born with the sixth sense that may respond properly to the situation at hand.

M: 嗯,你可以教某人如何为谈判做准备。每次谈判大概有六个阶段:了解对方,陈述你的目标,启动流程,明确分歧或冲突的领域,重新评估你的立场,做出可接受的妥协,最后,在原则上达成某种协议。这些阶段可以学习,每个阶段使用的策略可以提前规划。但我认为真正成功的谈判者可能天生就有第六感,能够恰当地应对手头的情况。

7 W: The artistic sense you just described?

W: 您刚才说的那种艺术感觉?

8 M: Yes, that's right.

M: 是的,没错。

12. A) They take the rival's attitude into account.

B) They know when to adopt a tough attitude.

C) They see the importance of making compromises.

D) They are sensitive to the dynamics of a negotiation.

【题目】 What does the man say about good negotiators?

【翻译】 关于优秀的谈判者,男士说了什么?

- A) 他们会考虑对手的态度。 B) 他们知道何时采取强硬态度。
C) 他们认识到做出妥协的重要性。 D) 他们对谈判的动态变化很敏感。

【答案】 D (细节题) They are sensitive to the dynamics of a negotiation.

【定位】 They are sensitive to the dynamics in the negotiation. The way it raises and falls, and how it may change direction.

他们对谈判中的态势变化很敏感——它如何起伏,又如何可能改变方向。

【信号】 被问者一连列举里的一条。 男士在回答"什么样的人成功谈判者"时连说好几条特征, They are sensitive to the dynamics in the negotiation. 是其中一条,与选项 D 几乎对应,是答案句;这种"列举式作答"里,能和某个选项对上的那条就是答案落点。

【替换】 They are sensitive to the dynamics in the negotiation. ↔

They are sensitive to the dynamics of a negotiation.

几乎原句照搬,仅介词 in→of 微调

【排除】 A) 未提及

They take the rival's attitude into account. 里的"对手态度"录音通篇未提，男士说的是对"态势 dynamics"敏感，不是对"对手 rival"的态度，属无中生有。

B)

录音说好谈判者 They are firm, but flexible. (坚定但灵活)，B 把 firm 引申成 adopt a tough attitude 还加上"知道何时"，是借"坚定"这个原意造的过度推断，录音并无"何时采取强硬"之意。

借用原文：They are firm, but flexible.

C) 原词陷阱

They see the importance of making compromises. 里的 compromises 确实在录音里出现过——但出现在后面讲谈判步骤时的 making acceptable compromises，并不是男士在评点"好谈判者特征"时说的，属把别处原词搬来答非所问的原词陷阱。

借用原文：making acceptable compromises

13. A) They know when to stop.

B) They know how to adapt.

C) They know when to make compromises.

D) They know how to control their emotion.

【题目】 What does the man say, maybe the most important thing to a successful negotiator?

【翻译】 男士说，对于成功的谈判者而言，也许最重要的是什么？

A) 他们知道何时停止。 B) 他们知道如何适应。 C) 他们知道何时做出妥协。

D) 他们知道如何控制自己的情绪。

【答案】 A (细节题) They know when to stop.

【定位】 And perhaps most importantly, they know when to stop.

而且，也许最重要的是，他们知道何时收手。

【信号】 强调标记 most importantly 后即落点。 And perhaps most importantly, they know when to stop. 里的 most importantly 是明确的"最重要"标记，紧跟其后的 know when to stop 就是答案，标记词后那句几乎必是落点。

【替换】 they know when to stop ↔ **They know when to stop.**

原句照搬，几乎零改写

【排除】 B)

They know how to adapt. 与录音 They are firm, but flexible. 的"灵活"沾边, 但录音并未把"适应/灵活"列为最重要, most importantly 后接的是 stop 不是 adapt, 属答非所问。

借用原文: They are firm, but flexible.

C)

They know when to make compromises. 借了录音步骤段的 making acceptable compromises 的 compromises, 又套用 A 的"know when to"句式, 拼成像答案的样子, 但录音强调的最重要项是 stop 而非妥协, 是典型原词陷阱。

借用原文: making acceptable compromises

D)

They know how to control their emotion. 与录音说差谈判者 too emotional or aggressive 相关, 但那是"差手"的毛病, 且本题问的是"最重要", 录音并未把控制情绪列为最重要项, 属张冠李戴。

借用原文: too emotional or aggressive

14. A) They are patient.

B) They learn quickly.

C) They are good at expression.

D) They uphold their principles.

【题目】 How is a good negotiator different from a poor one?

【翻译】 优秀的谈判者与糟糕的谈判者有何不同?

A) 他们有耐心。 B) 他们学得快。 C) 他们善于表达。 D) 他们坚持自己的原则。

【答案】 B (细节题) They learn quickly.

【定位】 Good negotiators learn fast, poor negotiators remain like that and go on losing negotiations.

好的谈判者学得快, 差的谈判者就停在原地、继续输掉一场场谈判。

【信号】 好坏并提的对比句。Good negotiators learn fast, poor negotiators remain like that 把"好谈判者"与"差谈判者"放在同一句对照, 区别就明摆在 learn fast 上, 这种前后并提的对比句就是答案句。

【替换】 Good negotiators learn fast ↔ They learn quickly.

fast 与 quickly 同义替换

【排除】 A)

They are patient. 的"耐心"录音通篇没说, 对比句讲的是 learn fast, 与耐心无关, 属未提及。

C)

They are good at expression. 的"表达能力"录音从未出现, 对比句讲的是学习速度, 与表达无关, 属未提及。

D)

They uphold their principles. 的"坚守原则"录音没有对应原话, 对比句给的区别是 learn fast 而非守原则, 属未提及的合理项干扰。

15. A) Clarify items of negotiation.

B) Make clear one's intentions.

C) Get to know the other side.

D) Formulate one's strategy.

【题目】 What's the first stage of a negotiation according to the man?

【翻译】 根据男士的说法, 谈判的第一阶段是什么?

A) 明确谈判事项。 B) 阐明自己的意图。 C) 了解对方。 D) 制定自己的策略。

【答案】 C (细节题) Get to know the other side.

【定位】 There're perhaps six stages in every negotiation: get to know the other side, state your goals, start the process, clarify areas of disagreement or conflict.

每场谈判大概有六个阶段: 了解对方、陈述你的目标、启动流程、厘清分歧或冲突所在。

【信号】 "six stages"后罗列的第一项。There're perhaps six stages in every negotiation: get to know the other side 在"六个阶段"的冒号后第一个念到的就是 get to know the other side, 列举开头第一项即"第一步", 是答案信号。

【替换】 get to know the other side ↔ Get to know the other side.

原短语照搬, 仅首字母大写

【排除】 A)

Clarify items of negotiation. 借了录音第四个步骤 clarify areas of disagreement or conflict 的 clarify, 但它排在"了解对方"之后, 不是第一步, 属把靠后步骤冒充第一步的原词陷阱。

借用原文: clarify areas of disagreement or conflict

B)

Make clear one's intentions. 是录音第二步 state your goals (陈述目标) 的改写, 意图≈目标, 但它排第二不是第一, 属顺序错位。

借用原文: state your goals

D)

Formulate one's strategy. 的 strategy 来自录音后文 strategies to be used in each can be planned beforehand, 那是讲"策略可预先规划", 并不在六个阶段的列举里, 更不是第一步, 属原词陷阱。

借用原文: strategies to be used in each can be planned beforehand

Section C

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

Questions 16 to 18 are based on the passage you have just heard.

¹ Some people wonder why countries spend millions of dollars on space projects. They want to know how space research helps people on Earth. Actually, space technology helps people on earth every day. This is called "spin-off technology." Spin-off technology is space technology that is now used on Earth. In early space programs, such as the Apollo missions of the 1960s and 1970s, and in the space shuttle missions today, scientists developed objects for the astronauts to use on the moon and in space. We now use some of these objects every day. For example, we have quartz crystal clocks and watches accurate to within one minute a year. We purify the water we drink with the water filter designed for the astronauts' use in space. The cordless hand-held tools we use in our homes, such as vacuum cleaners, flashlights, drills and saws came from the technology of these early space programs. On cold winter days, we can stay warm with battery-operated gloves and socks, and specially-made coats and jackets. All these clothes are similar to the spacesuit designs that kept astronauts comfortable in the temperatures of the moon, and are spin-offs from space technology. These products are only a few examples of the many ways space technology helps us in our everyday lives. No one knows how new spin-off technology from the International Space Station will help us in the future.

有些人想知道为什么国家要在太空项目上花费数百万美元。他们想知道太空研究如何帮助地球上的人们。实际上, 太空技术每天都在帮助地球上的人们。这被称为"衍生技术"。衍生技术是现在用于地球上的太空技术。在早期的太空计划中, 例如20世纪60年代和70年代的Apollo任务, 以及今天的航天飞机任务中,

科学家为宇航员开发了在月球和太空中使用的物品。我们现在每天都在使用其中一些物品。例如，我们拥有精确到每年一分钟以内的石英晶体钟表。我们用为宇航员在太空使用而设计的滤水器净化饮用水。我们在家中使用的无线手持工具，如吸尘器、手电筒、电钻和锯子，都来自这些早期太空计划的技术。在寒冷的冬日，我们可以用电池供电的手套和袜子，以及特制的外套和夹克保持温暖。所有这些衣服都类似于让宇航员在月球温度下保持舒适的宇航服设计，是太空技术的衍生产品。这些产品只是太空技术在日常生活中帮助我们的众多方式中的几个例子。没有人知道来自国际空间站的新衍生技术将来会如何帮助我们。

16. A) How space research benefits people on Earth.
B) When the International Space Station was built.
C) How many space shuttle missions there will be.
D) When America's earliest space program started.

【题目】 What do some people want to know about space exploration?

【翻译】 有些人想了解太空探索的什么方面？

- A) 太空研究如何使地球上的人们受益。 B) 国际空间站是何时建造的。
C) 将会有多少次航天飞机任务。 D) 美国最早的太空计划是何时开始的。

【答案】 A (细节题) How space research benefits people on Earth.

【定位】 They want to know how space research helps people on Earth.

他们想知道太空研究如何造福地球上的人们。

【信号】 开篇 **want to know 直陈所问**。录音开头先抛 Some people wonder why countries spend millions of dollars on space projects., 紧接着 They want to know how space research helps people on Earth. 用 want to know 直接点出"人们想了解什么"——题干 want to know 与原文 want to know 信号对上，这句就是答案句。

【替换】 how space research helps people on Earth ↔ **How space research benefits people on Earth**
helps = benefits 同义替换

【排除】 B) **原词陷阱**

录音结尾确实念到 the International Space Station, B 把它搬进来诱你"听到就选", 但原文只在展望未来时提到它, 从没说它"when...was built (何时建成)", 属答非所问。

借用原文: No one knows how new spin-off technology from the International Space Station will help us in the future.

C) **原词陷阱**

录音里有 the space shuttle missions today, C 借这个原词诱选, 但原文从未说航天飞机任务"how many (有多少次)", 是凭空添的数字问题。

借用原文: in the space shuttle missions today

D) **原词陷阱**

录音念过 the Apollo missions of the 1960s and 1970s, D 把这年代搬来问"美国最早的太空计划何时开始", 但原文只是举例说阿波罗任务发生在那两个年代, 并没说"最早的太空计划始于何时", 属答非所问。

借用原文: such as the Apollo missions of the 1960s and 1970s

17. A) They tried to make best use of the latest technology.
B) They tried to meet astronauts' specific requirements.
C) They developed objects for astronauts to use in outer space.
D) They accurately calculated the speed of the orbiting shuttles.

【题目】 What did scientists do for the space shuttle missions?

【翻译】 科学家们为航天飞机任务做了什么？

- A) 他们试图充分利用最新技术。 B) 他们试图满足宇航员的具体要求。
C) 他们开发了供宇航员在外太空使用的物品。 D) 他们精确计算了轨道航天飞机的速度。

【答案】 C (细节题) They developed objects for astronauts to use in outer space.

【定位】 In early space programs, such as the Apollo missions of the 1960s and 1970s, and in the space shuttle missions today, scientists developed objects for the astronauts to use on the moon and in space.

在早期的太空计划中，比如二十世纪六七十年代的阿波罗任务，以及今天的航天飞机任务中，科学家们研制了供宇航员在月球上和太空中使用的物品。

【信号】 题干 **space shuttle missions** 在原文同句出现，紧跟 **scientists** 的动作。录音里 in the space shuttle missions today, scientists developed objects for the astronauts to use on the moon and in space 既含题干的定位词 space shuttle missions，又紧跟 scientists developed... 这一动作——定位词 + 主语动作同现，这句就是答案句。

【替换】 scientists developed objects for the astronauts to use on the moon and in space ↔

They developed objects for astronauts to use in outer space

几乎原句保留，on the moon and in space 概括为 outer space

【排除】 A) 未提及

They tried to make best use of the latest technology. 听上去很像科学家会做的事，但录音通篇没说他们"充分利用最新技术"，是凭常识脑补出来的，不是原文说的。

B) 偷换概念

录音多次念到 astronauts，B 借这个原词诱选，但原文说的是科学家"研发供宇航员使用的物品"，并没有说他们"满足宇航员的特定要求 (specific requirements)"，把动作偷换了。

借用原文：scientists developed objects for the astronauts to use on the moon and in space

D) 原词陷阱

录音里有 the space shuttle missions today，D 借 shuttle 这个原词，编出科学家"精确计算轨道航天飞机速度 (calculated the speed)"，但原文从未提到"计算速度"，是凭空添加的动作。

借用原文：in the space shuttle missions today

18. A) They are expensive to make.
B) They are extremely accurate.
C) They were first made in space.
D) They were invented in the 1970s.

【题目】 What does the speaker say about the quartz crystal clocks and watches?

【翻译】 说话者关于石英晶体钟表说了什么？

- A) 它们制造成本高昂。 B) 它们极其精确。 C) 它们最初是在太空中制造的。
D) 它们是在20世纪70年代发明的。

【答案】 B (细节题) They are extremely accurate.

【定位】 For example, we have quartz crystal clocks and watches accurate to within one minute a year.
比如，我们有石英钟表，其精度可达每年误差不超过一分钟。

【信号】 物品名 + 紧跟的描述 **accurate to within one minute a year**。录音念到定位词 quartz crystal clocks and watches 后，紧跟 accurate to within one minute a year——对该物品的唯一直接描述就是“精准”，这句即答案句。

【替换】 accurate to within one minute a year ↔ **They are extremely accurate**

具体数据 → 概括为 extremely accurate

【排除】 A) **未提及**

They are expensive to make. 说石英钟表“造价昂贵”，但录音对它的描述只有精度，从没提价格，是凭空添加。

C) **偷换概念**

录音反复念到 in space, C 借这个原词诱选，但原文说的是这些产品源自为太空研发的技术，并没有说钟表“first made in space (首次在太空中制造)”，把“为太空而造”偷换成了“在太空里造”。

借用原文：the water filter designed for the astronauts' use in space

D) **张冠李戴**

录音里 the Apollo missions of the 1960s and 1970s 念过 1970s, D 把这年代搬来当作钟表的“发明时间”，但原文从没说石英钟表“invented in the 1970s”，1970s 修饰的是阿波罗任务，不是钟表，属张冠李戴。

借用原文：such as the Apollo missions of the 1960s and 1970s

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

1 Well, if I could go back in history and live, I'd like to go back to the 18th century and perhaps in colonial America in Yankee New England where one of my ancestors lived, because it was the beginning of something. By the 18th century, there was a feeling of community that had grown. My ancestor was a preacher traveling around the countryside. People lived in small communities. There were fishermen and farmers who provided fresh food that tasted and looked like food, unlike that in today's supermarkets,

and there were small towns and New York wasn't that far away. I'm deeply attached to the Puritan tradition, not in a religious sense, but they believed in working for something, working for goals, and I like that. They worked hard at whatever they did, but they had a sense of achievement. They believed in goodness, in community, and helping one another. I love the colonial fabrics, all the silver work, the furnishings, the combination of elegance and simplicity. I love it. The printing, the books, I'm very attached to all that kind of thing. That may not all be very entertaining in the modern sense of the world, but I would have enjoyed spending my evenings in that environment, discussing new ideas, building a new world, and I can see myself sitting on a small chair by the fire doing needlework.

如果我能回到历史中生活,我想回到18世纪,也许是在殖民地时期的美国,在Yankee New England,我的一位祖先曾在那里生活,因为那是某种事物的开端。到18世纪,已经形成了一种共同体的感觉。我的祖先是一位在乡间四处传道的牧师。人们生活在小型社区里。有渔民和农民提供新鲜的食物,这些食物的味道和外观像真正的食物,不像今天超市里的那些,还有小镇,纽约离得也不远。我深深依恋清教徒传统,不是在宗教意义上,而是他们相信为某种事物而工作,为目标而工作,我喜欢这一点。他们努力做好手头的任何事情,但他们有一种成就感。他们相信善良、相信共同体、相信互相帮助。我热爱殖民地时期的织物、所有的银器、家具陈设,那种优雅与简朴的结合。我热爱这一切。印刷品、书籍,我对所有这类东西都非常依恋。从现代意义上说,这一切可能并不那么有娱乐性,但我会很享受在那种环境中度过我的夜晚,讨论新思想,建设一个新世界,我能看到自己坐在火炉边的小椅子上做针线活。

19. A) Everything was natural and genuine then.
B) People had plenty of land to cultivate then.
C) It marked the beginning of something new.
D) It was when her ancestors came to America.

【题目】 Why does the speaker say she would like to go back and live in the 18th century America?

【翻译】 为什么说话者说她想回到18世纪的美国生活?

- A) 那时一切都是自然和真实的。 B) 那时人们有大量土地可以耕种。
C) 它标志着新事物的开端。 D) 那是她的祖先来到美国的时候。

【答案】 C (细节题) It marked the beginning of something new.

【定位】 Well, if I could go back in history and live, I'd like to go back to the 18th century and perhaps in colonial America in Yankee New England where one of my ancestors lived, because it was the beginning of something.

嗯,如果能回到历史中去生活,我想回到18世纪、或许是我一位祖先曾生活过的、新英格兰扬基地区的殖民地美洲,因为那是某种开端。

【信号】 理由信号词 **because** 之后才是答案。句末 because it was the beginning of something 用 because 直接交代了她想回去的根本理由,因果连词后面那半句就是答案落点。

【替换】 because it was the beginning of something ↔ **It marked the beginning of something new**
"开端"原意保留,换词扩写

【排除】 A) 过度推断

原文后面确实夸过食物 fresh food that tasted and looked like food, Everything was natural and genuine then. 借此把"食物天然"放大成"一切都天然纯正", 但她回去的理由句明说是"开端", A 既扩大范围又答非所问。

借用原文: fresh food that tasted and looked like food

B) 未提及

People had plenty of land to cultivate then. 听起来很合"殖民地农耕"的常识, 但原文只提到有 fishermen and farmers, 从未说"有大量土地可耕种", 属于凭常识脑补、原文未提。

D) 原词陷阱

原文确实念到 where one of my ancestors lived, It was when her ancestors came to America. 借"ancestors"这个原词把"祖先曾住在那里"偷换成"那是祖先来美国的时候", 既改了意思也不是她给的理由。

借用原文: where one of my ancestors lived

-
20. A) They were known to be creative.
B) They enjoyed living a life of ease.
C) They had all kinds of entertainment.
D) They believed in working for goals.

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

【翻译】 说话者对清教徒有何评价?

- A) 他们以富有创造力而闻名。 B) 他们享受安逸的生活。
C) 他们有各种各样的娱乐活动。 D) 他们相信为目标而努力。

【答案】 D (细节题) They believed in working for goals.

【定位】 I'm deeply attached to the Puritan tradition, not in a religious sense, but they believed in working for something, working for goals, and I like that.

我深深眷恋清教徒的传统, 不是宗教意义上的, 而是他们信奉为某种东西而努力、为目标而奋斗, 我喜欢这一点。

【信号】 关键词 Puritan 出现处即答案区。 原文一出现 the Puritan tradition, 紧接着的 they believed in working for something, working for goals 就是她对清教徒的正面评价, 是答案承载句。

【替换】 they believed in working for something, working for goals ↔ **They believed in working for goals**
几乎原句保留, 删冗余

【排除】 A) 未提及

They were known to be creative. 听着像褒义、容易被"反正是夸他们"的感觉带选，但原文夸的是"为目标奋斗"，从没说他们"creative"，纯属原文未提的好话。

B) 与原文相反

原文反复强调他们 They worked hard at whatever they did, They enjoyed living a life of ease."享受安逸"恰恰与之相反，把勤奋说成了贪图安逸。

借用原文：They worked hard at whatever they did

C) 原词陷阱

原文末尾出现过 That may not all be very entertaining, They had all kinds of entertainment. 借"entertain-"这个原词，把"那些事在现代看来未必很有趣"偷换成"清教徒有各种娱乐"，张冠李戴又改了意思。

借用原文：That may not all be very entertaining

21. A) Chatting with her ancestors.

B) Doing needlework by the fire.

C) Furnishing her country house.

D) Polishing all the silver work.

【题目】 What would the speaker like doing if she could go back to the past?

【翻译】 如果说话者能回到过去,她想做什么?

A) 与她的祖先聊天。 B) 在炉火旁做针线活。 C) 布置她的乡村住宅。

D) 擦亮所有的银器。

【答案】 B (细节题) Doing needlework by the fire.

【定位】 I would have enjoyed spending my evenings in that environment, discussing new ideas, building a new world, and I can see myself sitting on a small chair by the fire doing needlework.

我会很享受在那种环境里度过夜晚，讨论新想法、建设新世界，我能想象自己坐在炉火边的小椅子上做针线活。

【信号】 偏好信号 I can see myself... 引出答案动作。 I can see myself sitting on a small chair by the fire doing needlework 用"我能想象自己....."直说她设想自己做的事，这一表自我设想的句子就是答案落点。

【替换】 sitting on a small chair by the fire doing needlework ↔ **Doing needlework by the fire**

保留核心动作，压缩细节

【排除】 A) 原词陷阱

原文出现过 one of my ancestors lived, Chatting with her ancestors. 借"ancestors"原词编出"和祖先聊天", 但她想做的是"讨论新想法"而非和祖先闲聊, 属原文未提的杜撰。

借用原文: one of my ancestors lived

C) 原词陷阱

原文念过 the furnishings, Furnishing her country house. 借"furnish-"原词把"她喜欢那些家具陈设"偷换成"她想布置她的乡间别墅", 原文既没说"乡间别墅"也没说她要去"布置"。

借用原文: the furnishings

D) 原词陷阱

原文夸过 all the silver work, Polishing all the silver work. 借"silver work"原词编出"擦拭所有银器"这个动作, 可她只说喜欢这些银器, 从没说要去"polishing"它们。

借用原文: all the silver work

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

1 If you are lost in the woods, a little knowledge can turn what some people call a hardship into an enjoyable stay away from the troubles of modern society. When you think you're lost, sit down on the log or rock, or lean against the tree, and recite something you have memorized to bring your mind to a point where it is under control. Don't run blindly. If you must move, don't follow a stream unless you know it, and in that case you're not lost. Streams normally flow through wetland before they reach a lake or a river. Though there are more eatable plants, there may also be wild animals, poisonous snakes, and other hazards. Many experts feel it's wisest to walk uphill. At the top of most hills and mountains are trails leading back to civilization. If there are no trails, you're much easier to be seen on top of a hill, and you may even spot a highway or a railroad from this point. Nowadays, the first way someone will search for you is by air. In a wetland or in dense growth, you're very hard to spot. Anytime you go into the woods, somebody should know where you're going and when you're expected to return. Also when someone comes looking, you should be able to signal to them.

如果你在森林里迷路了, 一点知识就能把一些人说出的困境变成远离现代社会烦恼的愉快停留。当你认为自己迷路时, 坐在圆木或岩石上, 或者靠在树上, 背诵一些你已经记住的东西, 使你的思维达到可控的状态。不要盲目奔跑。如果你必须移动, 不要沿着溪流走, 除非你认识它, 而在那种情况下你就没有迷路。溪流在到达湖泊或河流之前通常会流经湿地。虽然那里有更多可食用的植物,但也可能有野生动物、毒蛇和其他危险。许多专家认为最明智的做法是往山上走。在大多数山丘和山脉的顶部都有通往文明世界的小径。如果没有小径,你在山顶上更容易被发现,而且你甚至可能从这一点看到公路或铁路。如今,人们搜寻你的第一种方式是通过空中搜索。在湿地或茂密的植被中,你很难被发现。无论何时你进入森林,都应该有人知道你要去哪里以及预计何时返回。而且当有人来寻找时,你应该能够向他们发出信号。

22. A) Sit down and try to calm yourself.
B) Call your family or friends for help.
C) Use a map to identify your location.
D) Try to follow your footprints back.

【题目】 What does the speaker advise you to do first if you are lost in the woods?

【翻译】如果你在树林里迷路了,说话者建议你首先做什么?

- A) 坐下来试着让自己冷静下来。 B) 打电话向家人或朋友求助。
C) 使用地图确定你的位置。 D) 试着沿着你的脚印返回。

【答案】A (细节题) Sit down and try to calm yourself.

【定位】When you think you're lost, sit down on the log or rock, or lean against the tree, and recite something you have memorized to bring your mind to a point where it is under control.

当你觉得自己迷路时,坐到圆木或石头上,或者靠着树,背诵一些你记得的东西,让自己的思绪进入受控制的状态。

【信号】首条指令句。录音在 When you think you're lost (一旦你觉得迷路了) 之后立刻给出的第一条动作就是答案——这是讲解类独白里「问题—第一步对策」的固定落点,紧跟在「迷路」这个触发语后面的指令句即为首要建议。

【替换】sit down on the log or rock ↔ Sit down

动作原样对应

bring your mind to a point where it is under control ↔ calm yourself

受控=冷静的同义改写

【排除】B) 未提及

录音讲的第一步是自我冷静,全程没有提到给家人朋友打电话求助, Call your family or friends for help. 属凭常识臆造的「想当然」选项。

C) 答非所问

选项里的 Use a map to identify your location. 看似合理,但录音第一步根本没让你看地图;它利用后文 you may even spot a highway or a railroad 这类「找方位」的语境制造「该定位」的错觉,答非所问。

D) 与原文相反

Try to follow your footprints back. 是「顺脚印原路返回」,录音第一步明确叫你 Don't run blindly. (别盲目乱动),与「追着脚印走」方向相反。

借用原文: Don't run blindly.

-
23. A) You may end up entering a wonderland.
B) You may get drowned in a sudden flood.
C) You may expose yourself to unexpected dangers.
D) You may find a way out without your knowing it.

【题目】What will happen if you follow an unknown stream in the woods?

【翻译】如果你在树林里沿着一条未知的溪流走,会发生什么?

- A) 你可能最终进入一个仙境。 B) 你可能在突发的洪水中溺水。
C) 你可能会使自己暴露在意想不到的危险中。 D) 你可能会在不知不觉中找到出路。

【答案】C (细节题) You may expose yourself to unexpected dangers.

【定位】 Though there are more eatable plants, there may also be wild animals, poisonous snakes, and other hazards.

尽管那里有更多可食用的植物，但也可能有野生动物、毒蛇和其他危险。

【信号】 **让步转折后才是真意**。这句用 Though there are more eatable plants, there may also be 的让步结构，前半「有可吃的植物」是干扰，转折后的 wild animals, poisonous snakes, and other hazards 才是录音强调的真正后果——听到 though/but 这类词，落点在其后半。

【替换】 wild animals, poisonous snakes, and other hazards ↔ **unexpected dangers**

罗列归纳为上位词

【排除】 A) **未提及**

You may end up entering a wonderland. (进入仙境) 是录音从未提及的好结果，与录音强调「有危险」的基调完全相反，纯属凑数。

B) **过度推断**

You may get drowned in a sudden flood. 利用录音 Streams normally flow through wetland before they reach a lake or a river 里的水域词，拼出「被洪水淹死」这一录音从没说过的具体后果，听到 stream、river 就选它会中招。

借用原文：Streams normally flow through wetland before they reach a lake or a river

D) **与原文相反**

You may find a way out without your knowing it. (不知不觉找到出路) 是个好结果，但录音对跟随溪流的态度是「有各种危险」，方向相反。

24. A) Wait patiently.

B) Look for food.

C) Start a fire.

D) Walk uphill.

【题目】 What do many experts think is the wisest thing to do if you're lost in the woods?

【翻译】 如果你在树林里迷路了,许多专家认为最明智的做法是什么?

A) 耐心等待。 B) 寻找食物。 C) 生火。 D) 往山上走。

【答案】 **D** (细节题) Walk uphill.

【定位】 Many experts feel it's wisest to walk uphill.

许多专家认为最明智的做法是往高处走。

【信号】 **最高级 wisest 即落点**。录音用最高级 Many experts feel it's wisest to walk uphill (最明智的是往高处走)，最高级 wisest 是强评价信号，紧跟其后的动作就是答案——听到 the most / wisest / best，立刻记下它后面那个做法。

【替换】 walk uphill ↔ **Walk uphill.**

动作短语原样对应

【排除】 A) 答非所问

Wait patiently. (原地耐心等待) 虽接近录音第一步「坐下冷静」的精神，但本题问的是专家眼中 wisest 的做法 (往高处走)，不是「最先做什么」，答非所问。

B) 原词陷阱

Look for food. 借录音 there are more eatable plants (有更多可吃植物) 勾起「找吃的」联想，但录音从没把找食物列为明智做法，听到 eatable plants 就选会中招。

借用原文：there are more eatable plants

C) 未提及

Start a fire. (生火) 是野外求生的常识动作，听着合理，但录音全程没提生火，属凭常识臆造。

25. A) Check the local weather.

B) Find a map and a compass.

C) Prepare enough food and drink.

D) Inform somebody of your plan.

【题目】 What should you do before you go into the woods?

【翻译】 在你进入树林之前你应该做什么？

A) 查看当地天气。 B) 找一张地图和一个指南针。 C) 准备足够的食物和饮料。

D) 把你的计划告诉某人。

【答案】 D (细节题) Inform somebody of your plan.

【定位】 Anytime you go into the woods, somebody should know where you're going and when you're expected to return.

任何时候你进入树林，都应该有人知道你要去哪里、预计什么时候回来。

【信号】 出发前提示语 + should. 录音用 Anytime you go into the woods, somebody should know (每次进林都该有人知道) 点出「行前」这个时间，加 should 表建议，正是行前准备的落点——听到 anytime you go / before you go 配 should，答案就在这句。

【替换】 somebody should know where you're going and when you're expected to return ↔

Inform somebody of your plan.

让人知道=告知计划

【排除】A) 未提及

Check the local weather. (查当地天气) 是合理的行前准备, 但录音从未提到天气, 纯属凭常识填空。

B) 未提及

Find a map and a compass. 听着像标准野外准备, 但录音并未把「带地图指南针」列为行前必做; 它蹭的是 22C 里 map 营造的「该用工具」印象, 录音此处实际没说。

C) 原词陷阱

Prepare enough food and drink. 借录音前文 there are more eatable plants 营造的「吃」的语境诱你联想「备足食物饮水」, 但录音的行前建议是「让人知道行程」, 并未讲准备食物。

借用原文: there are more eatable plants

SENTENCE INSIGHTS • 句子精讲

27 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。

A 9-year-old girl in New Mexico has raised more than \$500 for her little brother who needs heart surgery in Houston, Texas this July.

第1段, 第1句

主句 + 限制性定语从句是四六级和考研阅读中的高频句式, 定语从句修饰宾语补足成分 (此处为 for 介词短语的宾语) 也是常见模式; 现在完成时的使用符合真题常考时态; 整体结构具有较强的代表性和复用价值。

"I guess she overheard her grandfather and me talking about how we're worried about how we're going to get to Houston, for my grandson's heart surgery," said Allred.

第1段, 第3句

本句涵盖的成分种类丰富: 主语、谓语、宾语、宾补、表语、地点状语, 还涉及并列宾语 (her grandfather and me)、感官动词复合宾语、系表结构与被动语态的辨别、省略 that 的宾语从句、连续嵌套的宾语从句等多个易错点。作为成分划分练习句, 能够同时训练多种典型结构和辨析能力, 收益显著。

Last week, France announced that the country will pave 621 miles of road with solar panels over the next five years, with the goal of providing cheap, renewable energy to five million people.

第1段，第1句

"主句 + that 引导宾语从句" 是考试高频句式,宣布、表示、认为等动词后接宾语从句极为常见。主句过去时搭配从句将来时的时态组合也是典型用法。句末介词短语作目的状语在长难句中频繁出现,结构具有较强代表性。

The company spent the last five years developing solar panels that are only about a quarter of an inch thick and are strong enough to stand up to heavy highway traffic without breaking or making the roads more slippery.

第1段，第3句

本句体现了限制性定语从句修饰名词、spend time doing 句型、并列谓语等多个高频考点结构，在四六级和考研阅读中属于常见句式，掌握后可应用于大量类似句子的分析。

The panels are also designed so that they can be installed directly on top of the existing roadways, making them relatively cheap and easy to install.

第1段，第4句

"so that" 引导目的状语从句是四六级和考研阅读中的高频句式;被动语态和情态动词结合也是常考结构;现在分词作状语在长难句中频繁出现;整体句式典型性强,掌握后可迁移到大量类似句子

They can be laid right on top of existing highways.

第4题，C

情态动词加被动式 (can be + 过去分词) 是四六级和考研阅读中高频出现的句式，常用于说明可能性、能力或客观条件。本句地点状语的位置和作用也符合标准用法，结构具有较强的代表性和迁移价值。

Lions have disappeared from much of Africa, but for the past few years scientists have wondered if the big cats were hanging on in remote parts of Sudan and Ethiopia.

第1段，第1句

句子成分种类丰富:包含主语、谓语、时间状语、地点状语、宾语从句等多种成分。特别有价值的是宾语从句的识别("if"引导的从句作"wondered"的宾语)、不及物动词后介词短语作状语的判断("from much of Africa"和"in remote parts...")、以及时间状语"for the past few years"的位置和作用。这些都是学习者容易混淆的点,适合作为成分划分练习。

The researchers set out six camera traps, capturing images of lions, and the identified lion tracks.

第1段，第5句

涵盖了主谓宾基本框架，并列宾语的识别，现在分词作伴随状语，过去分词作前置定语，成分种类较为丰富，且并列结构和非谓语动词的区分具有一定练习价值

So, for example, my sister's birthday is December 9th and her golden birthday would have been the year she turns 9 years old.

第6段，第4句

并列主句加定语从句的组合在考试中较为常见，限制性定语从句也是考查热点。过去将来完成时虽不如一般时态高频，但在表达假设和推测时有一定代表性。整体结构具有一定的典型性和复用价值。

Come to think of it, my parents did throw her a surprise party that year.

第6段，第5句

涵盖双宾语结构("throw her a surprise party")，可练习区分间接宾语与直接宾语的位置与语义；时间状语"that year"补充了状语成分的识别训练；句首插入语的处理也有一定练习价值

I'm dying to know what kind of trip he has planned where we're going.

第10段，第2句

本句在结构上包含三层嵌套，具有一定复杂度但不至于过于晦涩，主干识别和分句划分有适度挑战；时态方面涉及现在进行时、现在完成时的组合使用，有一定门槛但仍在目标读者能力范围内；成分划分训练价值较高，涵盖宾语从句、定语从句等常见易错点；句式结构在四六级和考研真题中高度典型，掌握后可大量复用。综合来看，本句作为句子结构和时态的训练材料，推荐度较高，适合作为重点练习句。

He is eager to learn how the couple's holiday turns out.

第11题, B

覆盖主系表结构、不定式作状语、宾语从句三种成分类型; 宾语从句由疑问词引导且嵌套在不定式中, 适合练习动宾搭配和从句识别, 但主句成分较简单、易错点不多。

Good negotiators learn fast, poor negotiators remain like that and go on losing negotiations.

第4段, 第4句

第一句是典型的主谓状结构,第二句包含并列谓语、系表结构、动名词作宾语等多种成分类型,覆盖面较广。特别是 "remain like that"(系表)与 "go on losing"(动名词宾语)的组合,适合练习区分系动词表语与及物动词宾语,有一定训练价值。

And finally, reach some agreement in principle.

第6段, 第4句

这种“连接词加句首状语加祈使动词”的结构在说明步骤、提出建议、列举要求时很常见。掌握后能迁移到很多短指令句和策略句。

They are sensitive to the dynamics of a negotiation.

第12题, D

主系表结构在四六级和考研阅读中较为常见, 尤其是'be + 形容词 + 介词短语'这类表达主语性质的句式, 具有一定代表性。但本句过于简单, 缺少从句等典型考点, 作为真题句式的代表性中等偏下。

They know when to stop.

第13题, A

疑问词加不定式作宾语是四六级和考研中的高频结构, 常见于 know、learn、decide、understand 等动词后面。这种简化形式的宾语从句是典型的考点句式, 掌握后可以迁移到大量类似句子中。

How is a good negotiator different from a poor one?

第14题 题干

特殊疑问句结构在四六级和考研阅读中较为常见, "How + be + 主语 + 形容词" 的句式具有一定代表性, 掌握后可迁移到其他疑问句的分析中。

They are good at expression.

第14题，C

"be good at" 是四六级常考的固定搭配，主系表结构也是基础句型，具有一定代表性，但句子过于简短，无法体现真题中常见的修饰成分和从句结构，典型性中等。

Well, if I could go back in history and live, I'd like to go back to the 18th century and perhaps in colonial America in Yankee New England where one of my ancestors lived, because it was the beginning of something.

第1段，第1句

句子成分丰富：主句包含主语、情态谓语、不定式宾语、条件状语、原因状语；宾语部分还包含时间和地点状语；定语从句内部有主谓结构；原因从句有主系表结构。涵盖了谓语、主语、宾语、状语、定语从句、表语等多种成分，且有情态动词、不定式、介词短语等常见易错点，作为成分划分练习句收益较高。

They worked hard at whatever they did, but they had a sense of achievement.

第1段，第7句

but 连接的并列句 + 宾语从句（特别是 whatever 引导的宾语从句）是四六级和考研真题中的高频句式，掌握后可大量复用。句式代表性较强。

What would the speaker like doing if she could go back to the past?

第21题 题干

特殊疑问句配合虚拟语气条件状语从句是四六级和考研阅读理解中的高频句式，句子结构紧凑且逻辑关系明确，掌握后可以迁移到大量类似句型，如 What would you do if 类问题，典型性很强

If you must move, don't follow a stream unless you know it, and in that case you're not lost.

第1段，第4句

本句成分丰富且有训练价值：第一个主句包含祈使句谓语（易与一般现在时混淆）、宾语、前置和后置两个条件状语从句；第二个主句包含主系表结构和前置介词短语状语。覆盖了条件状语从句的两种引导词（if 和 unless）、祈使句的否定形式、情态动词谓语、系表结构等多个易错点，适合作为成分划分的综合练习句。

Streams normally flow through wetland before they reach a lake or a river.

第1段，第5句

主句加时间状语从句的结构是考试中常见的典型句式，before 引导的时间状语从句在阅读理解中频繁出现，掌握此结构可迁移到大量类似句子。

What does the speaker advise you to do first if you are lost in the woods?

第22题 题干

特殊疑问句加条件状语从句的组合是四六级和考研阅读、听力题中的常见句式。双宾语动词 "advise" 的用法以及条件从句的搭配具有较高的典型性和实用性，掌握后可迁移到大量类似结构。

Sit down and try to calm yourself.

第22题，A

祈使句是常见句式，并列谓语的结构也具有一定代表性。但考试中更常考查的是复杂句、定语从句、状语从句等结构，单纯的祈使句在真题中出现频率不算特别高，典型性中等。

What do many experts think is the wisest thing to do if you're lost in the woods?

第24题 题干

高度典型的考试句式：疑问词引导的特殊疑问句 + think 类动词接宾语从句 + 条件状语从句嵌套，这种结构在四六级和考研阅读理解中频繁出现；疑问词在从句中充当成分并提前的用法、真实条件句的时态搭配，都是必考知识点，掌握后可大量迁移。

Inform somebody of your plan.

第25题，D

涉及谓语、宾语、状语三种基础成分，但成分种类单一；"inform somebody of something" 这一固定搭配可作为动宾状搭配的练习点，但整体训练价值有限。

HIGH-FREQUENCY • 真题高频词

本卷出现的 149 个英语四级真题高频词

下列单词既在本卷录音原文中出现，又是 **英语四级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本卷出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

panel B1

n. 专家小组

本卷9次·真题 30句

negotiator B2

n. 谈判者

本卷9次·真题 10句

would A1

aux. (will 的过去式) 将要, 会

本卷8次·真题 466句

solar B2

adj. 太阳的

本卷7次·真题 32句

negotiation B2

n. 谈判

本卷7次·真题 11句

highway B1

n. 公路

本卷5次·真题 23句

astronaut B1

n. 宇航员

本卷5次·真题 14句

design B1

n. 设计

本卷4次·真题 132句

project A2

n. 项目

本卷4次·真题 90句

mission B1

n. 任务

本卷4次·真题 33句

shuttle B2

n. 往返于两地间的交通工具 (飞机、火车、...)

本卷4次·真题 11句

ancestor B2

n. 祖先, 祖宗

本卷4次·真题 10句

local A2

adj. 当地的

本卷3次·真题 150句

million A2

num. 一百万

本卷3次·真题 119句

community B1

n. 社区

本卷3次·真题 81句

identify B1

v. 识别

本卷3次·真题 54句

evidence B1

n. 证据

本卷3次·真题 52 句

exist A2

v. 存在;实际上有

本卷3次·真题 46 句

stage A2

n. 阶段

本卷3次·真题 30 句

install B1

v. 安装 (设备、软件)

本卷3次·真题 23 句

compromise B2

n. 妥协

本卷3次·真题 12 句

researcher B2

n. 研究人员

本卷2次·真题 239 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷2次·真题 148 句

expert B1

n. 专家

本卷2次·真题 89 句

power A2

n. 权力

本卷2次·真题 59 句

medium B1

adj. 中等的

本卷2次·真题 55 句

image A2

n. 形象, 印象

本卷2次·真题 52 句

species B2

n. 物种

本卷2次·真题 51 句

region B1

n. 地区

本卷2次·真题 45 句

spot A2

n. 地点

本卷2次·真题 42 句

remote B1

adj. 遥远的

本卷2次·真题 30 句

principle B2

n. 原则, 准则

本卷2次·真题 26 句

beginning B1

n. 开始

本卷2次·真题 25 句

trap B1

n. 陷阱

本卷2次·真题 24 句

directly B1

adv. 直接地

本卷2次·真题 22 句

deeply B1

adv. 深深地

本卷2次·真题 20 句

border B1

n. 边界

本卷2次·真题 17 句

wildlife B1

n. 野生动植物

本卷2次·真题 16 句

accurate B2

adj. 准确的

本卷2次·真题 15 句

eager B1

adj. 热切的

本卷2次·真题 15 句

sensitive B2

adj. 敏感的

本卷2次·真题 15 句

surgery B1

n. 外科手术

本卷2次·真题 11 句

conservation B2

n. 保护

本卷2次·真题 10 句

likely A2

adj. 很可能的

本卷1次·真题 224 句

benefit B1

n. 好处

本卷1次·真题 169 句

product A2

n. 产品

本卷1次·真题 128 句

support A2

v. 支持

本卷1次·真题 118 句

lack B1

v. 缺少

本卷1次·真题 115 句

process B1

n. 过程

本卷1次·真题 108 句

case A2

n. 情况

本卷1次·真题 89 句

according B1

prep. 根据

本卷1次·真题 88 句

growth B1

n. 增长

本卷1次·真题 77 句

organization B1

n. 组织

本卷1次·真题 76 句

material B1

n. 材料

本卷1次·真题 69 句

account A2

n. 账户

本卷1次·真题 61 句

creative B1

adj. 有创造力的

本卷1次·真题 55 句

strategy B2

n. 策略

本卷1次·真题 53 句

emotional B1

adj. 情绪的

本卷1次·真题 50 句

firm B1

adj. 坚固的

本卷1次·真题 43 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 42 句

specific B2

adj. 具体的

本卷1次·真题 42 句

wild A2

adj. 野生的

本卷1次·真题 42 句

adopt B1

v. 采纳

本卷1次·真题 41 句

range B1

n. 范围

本卷1次·真题 41 句

fund

B2

n. 资金

本卷1次·真题 40 句

importance

B1

n. 重要性

本卷1次·真题 40 句

vehicle

B1

n. 交通工具

本卷1次·真题 40 句

item

A2

n. 项目

本卷1次·真题 39 句

concept

B2

n. 概念

本卷1次·真题 38 句

conflict

B2

n. 冲突

本卷1次·真题 38 句

conclude

B2

v. 断定,推断出

本卷1次·真题 36 句

finally

A2

adv. 终于, 最终

本卷1次·真题 36 句

respond

B1

v. 回答, 答复

本卷1次·真题 35 句

assume

B2

v. 假定

本卷1次·真题 34 句

extremely

B1

adv. 极其

本卷1次·真题 34 句

recognize

B1

v. 认出

本卷1次·真题 34 句

achievement

B1

n. 成就

本卷1次·真题 33 句

track

A2

n. 小路

本卷1次·真题 33 句

cultivate

B2

v. 培养, 发展 (技能、态度、关系等)

本卷1次·真题 31 句

release

B1

v. 释放

本卷1次·真题 31 句

tradition B1

n. 传统

本卷1次·真题 31 句

opinion A2

n. 观点

本卷1次·真题 29 句

capture B1

v. 捕获

本卷1次·真题 26 句

yeah A1

intj. 是的

本卷1次·真题 25 句

announce B1

v. 宣布

本卷1次·真题 24 句

define B1

v. 给.....下定义

本卷1次·真题 24 句

relatively B2

adv. 相对地

本卷1次·真题 24 句

confidence B1

n. 信心

本卷1次·真题 23 句

guide A2

n. 指南;手册

本卷1次·真题 23 句

flexible B2

adj. 灵活的

本卷1次·真题 22 句

location B1

n. 地点, 位置

本卷1次·真题 22 句

construction B1

n. 建造

本卷1次·真题 21 句

disappear A2

v. 消失;不见

本卷1次·真题 21 句

habitat B2

n. (动植物的) 栖息地, 生长环境

本卷1次·真题 21 句

institute B2

n. 学院

本卷1次·真题 21 句

observe B2

v. 观察;注意到

本卷1次·真题 21 句

document B1

n. 文件

本卷1次·真题 20 句

efficiency B2

n. 效率

本卷1次·真题 20 句

expose B2

v. 使暴露

本卷1次·真题 20 句

signal B1

n. 信号

本卷1次·真题 20 句

tough B1

adj. 困难的

本卷1次·真题 20 句

funding B2

n. 资金

本卷1次·真题 19 句

generate B2

v. 产生, 引起 (结果、反应等)

本卷1次·真题 19 句

ease B1

n. 容易

本卷1次·真题 18 句

requirement B2

n. 要求

本卷1次·真题 18 句

worried A2

adj. 担心的

本卷1次·真题 18 句

nowadays B1

adv. 现在

本卷1次·真题 17 句

poisonous B2

adj. 有毒的

本卷1次·真题 17 句

rival B2

n. 竞争对手

本卷1次·真题 17 句

latest B1

adj. 最新的

本卷1次·真题 16 句

properly B1

adv. 正确地

本卷1次·真题 16 句

charity B1

n. 慈善机构

本卷1次·真题 15 句

combination

B1

n. 结合

本卷1次·真题 15 句

previously

B1

adv. 以前, 先前 (指过去某个时间)

本卷1次·真题 15 句

unlike

B1

prep. 不像

本卷1次·真题 15 句

calm

B1

adj. 平静的

本卷1次·真题 14 句

unknown

B1

adj. 未知的

本卷1次·真题 14 句

chat

A2

v. 聊天, 闲谈

本卷1次·真题 13 句

drawing

A2

n. 图画

本卷1次·真题 13 句

enjoyable

B1

adj. 令人愉快的

本卷1次·真题 13 句

expression

B1

n. 表达

本卷1次·真题 13 句

overseas

B1

adv. 在海外

本卷1次·真题 13 句

flood

B1

n. 洪水

本卷1次·真题 12 句

flow

B1

v. 流动

本卷1次·真题 12 句

union

B2

n. 工会

本卷1次·真题 12 句

artistic

B2

adj. 艺术的

本卷1次·真题 11 句

calculate

B1

v. 计算

本卷1次·真题 11 句

exploration

B2

n. 探索

本卷1次·真题 11 句

rational B2

adj. 理性的

本卷1次·真题 11 句

unexpected B1

adj. 意外的

本卷1次·真题 11 句

element B1

n. 要素

本卷1次·真题 10 句

endless B2

adj. 无尽的

本卷1次·真题 10 句

entertainment B1

n. 娱乐活动

本卷1次·真题 10 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本卷1次·真题 10 句

normally A2

adv. 通常

本卷1次·真题 10 句

outer B1

adj. 外部的, 外面的

本卷1次·真题 10 句

renewable B2

adj. 可再生的

本卷1次·真题 10 句

acceptable B1

adj. 可接受的

本卷1次·真题 9 句

civilization B2

n. 文明(社会)

本卷1次·真题 9 句

entertaining B1

adj. 有趣的

本卷1次·真题 9 句

gratitude B2

n. 感激

本卷1次·真题 9 句

intention B1

n. 意图

本卷1次·真题 9 句

tear A2

v. 撕裂, 撕破

本卷1次·真题 9 句

accurately B2

adv. 准确地

本卷1次·真题 8 句

aggressive

B2

adj. 好斗的

本卷1次·真题8句

clue

B1

n. 线索

本卷1次·真题8句

continuous

B2

adj. 连续不断的

本卷1次·真题8句

fabric

B1

n. 织物

本卷1次·真题8句

genuine

B2

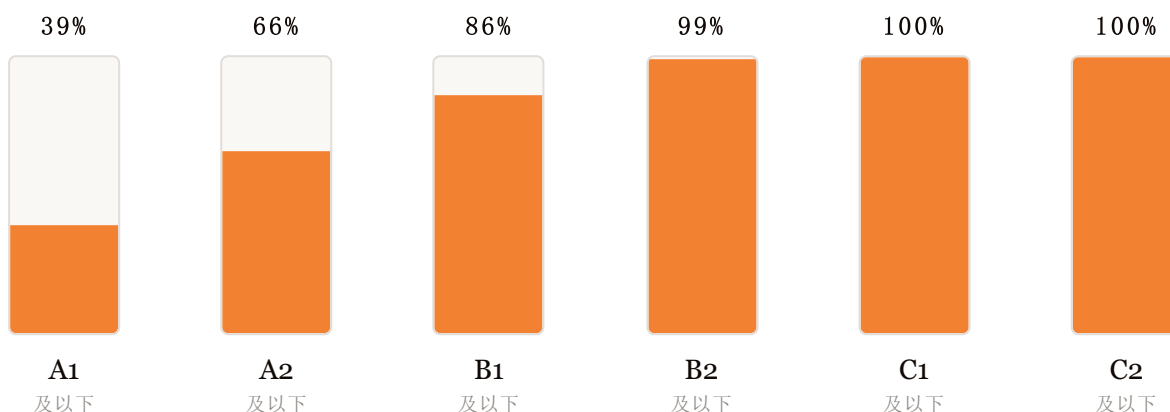
adj. 真的

本卷1次·真题8句

VOCABULARY · 词汇难度分布

全卷录音原文 624 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **624** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本卷共 6 个·约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 624 个·末柱为 100%

去重总词数

624

B2 以上难词

1%

B1 及以下覆盖

86%

英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1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2017年12月·第1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1套(2017-12) • 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.

A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some 26 skills that could help the treatment of human diseases.

老鼠或鸽子也许不是照料病人的明显选择,但这些动物拥有一些可以帮助治疗人类疾病的卓越技能。

Pigeons are often seen as dirty birds and an urban 27, but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the 28 of your index finger, pigeons have a very impressive 29 memory. Recently it was shown that they could be trained to be as accurate as humans at detecting breast cancer in images.

鸽子常被视为肮脏的鸟类和城市公害,但它们只是被发现拥有帮助人类能力的一长串动物中的最新一员。尽管鸽子的大脑只有食指指尖那么大,但它们拥有非常出色的视觉记忆。最近研究表明,经过训练,它们在图像中检测乳腺癌方面可以达到与人类一样的准确率。

Rats are often 30 with spreading disease rather than 31 it, but this long-tailed animal is highly 32. Inside a rat's nose are up to 1,000 different types of olfactory receptors(嗅觉感受器), whereas humans only have 100 to 200 types. This gives rats the ability to detect 33 smells. As a result, some rats are being put to work to detect TB(肺结核). When the rats detect the smell, they stop and rub their legs to 34 a sample is infected.

老鼠常与传播疾病而非预防疾病联系在一起,但这种长尾动物具有高度灵敏性。老鼠的鼻子内有多达1000种不同类型的嗅觉感受器,而人类只有100到200种。这使老鼠能够探测到微弱的气味。因此,一些老鼠被用于检测肺结核。当老鼠探测到气味时,它们会停下来并摩擦腿部以表明样本被感染。

Traditionally, a hundred samples would take lab technicians more than two days to 35, but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It

is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.

传统上,实验室技术人员检查一百个样本需要两天多的时间,但对老鼠来说只需不到20分钟。这种老鼠检测方法不依赖专业设备。它也更准确——老鼠能够发现更多肺结核感染,从而挽救更多生命。

- | | |
|----------------|---------------|
| A) associated | I) slight |
| B) examine | J) specify |
| C) indicate | K) superior |
| D) nuisance | L) suspicious |
| E) peak | M) tip |
| F) preventing | N) treated |
| G) prohibiting | O) visual |
| H) sensitive | |

26. these creatures have some __ (26) __ skills that could help the treatment of human diseases.

【答案】 **K) superior** (形容词)

【词性槽】 some __ skills, some+ __ + 复数名词, 名词前定语位

【依据】 **superior skills** 指"超群/上乘的技能", 与全文夸赞动物能力的基调契合

全篇是讲鸽子和老鼠"有超出常规预想的能力"能帮助人类诊治疾病, 开篇用 some superior skills (一些超群的技能) 总领, 正好与下文鸽子视觉记忆、老鼠嗅觉灵敏这些"高于普通水平"的能力相呼应。

【竞争词】 L) suspicious suspicious 表"可疑", 感情色彩与本段正面铺垫相反

本句要表达的是"看似不起眼, 其实却有可帮助治病的过人技能", 明显是褒义铺垫; suspicious skills (可疑的技能) 感情色彩为负, 与下文用例 (识别癌症、嗅探肺结核) 相反。

【易错】 最具迷惑性的错误词是 L) —— L suspicious 词性也对、看着也沾边, 但与全文褒义基调冲突。26 题在文章开头, 是全篇主旨句的一部分; 考生若不通读全文、只看本句的 some __ skills, 很容易在 superior 与 suspicious 之间犹豫, 甚至误以为"看似可疑的技能"也能说得通。防坑思路: 在主旨句的形容词空, 先回到 overview 判定褒/贬方向再选词。

27. Pigeons are often seen as dirty birds and an urban __(27)___

【答案】 **D) nuisance** (名词)

【词性槽】 as dirty birds and an urban ___, 与 dirty birds 并列作 seen as 的宾语

【依据】 **an urban nuisance** 即"城市的滋扰物/讨厌物", 与 **dirty birds** 并列、负面感情色彩一致
前后并列项 dirty birds (脏鸟) 已带明显贬义, nuisance (讨厌的人或事物) 正好延续这一负面看法, 与下文"但它们其实有出色技能"的转折形成对比; an urban nuisance 是英语里常见的搭配 (城市公害/讨厌之物)。

【竞争词】 **E) peak** **peak** 指顶峰/最高点, 与 **dirty birds** 并列既不通也无负面色彩

an urban peak 字面是"城市顶峰", 与并列项 dirty birds 完全风马牛不相及, 也无法与下文 but 转折形成对比逻辑。

28. Despite having a brain no bigger than the __(28)___ of your index finger, pigeons have a very impressive __(29)___ memory.

【答案】 **M) tip** (名词)

【词性槽】 the ___ of 结构, of 前缺名词

【依据】 **tip of your index finger** 即"食指指尖", 与"鸽子大脑不比它大"的对比逻辑契合

a brain no bigger than the __(28)___ of your index finger 是在形容鸽子的大脑很小, 用"食指指尖"作参照物正好把"很小"具象化; the tip of one's finger 是固定搭配, 直译为"指尖"。

【竞争词】 **D) nuisance** 义为讨厌之物, 不可与 of your index finger 搭配

nuisance 指麻烦或讨厌的人/事, 与"食指的某部位"在语义上完全不搭, 逻辑也讲不通。

E) peak **peak** 指山顶/顶峰, 与日常"食指指尖"表达习惯不符

peak 多用于山峰或抽象顶点 (如 peak of one's career), 形容手指末端的固定说法是 tip, 而不是 peak。

29. pigeons have a very impressive __(29)__ memory.

【答案】 **O) visual** (形容词)

【词性槽】 形容词 impressive 后、名词 memory 前，仍是定语位置

【依据】 下文"在图像中识别乳腺癌"指向视觉记忆

下一句Recently it was shown that they could be trained to be as accurate as humans at detecting breast cancer in images.强调鸽子能在"图像"中识别癌症，这正是视觉能力的体现，故修饰 memory 用 visual (视觉的) 最贴。

【竞争词】 H) sensitive sensitive memory 不是地道搭配，且后文谈视觉

sensitive 多形容感官灵敏或心思敏感，描述记忆通常说 good/excellent/visual memory，而非 sensitive memory；后文的图像识别也明显倒向"视觉"而非"敏感"。

I) slight slight 意为微弱，与 impressive 矛盾

前面已用 impressive (令人印象深刻)，再说 slight memory (微弱的记忆) 逻辑自相矛盾。

K) superior superior 表泛泛"上乘"，未指向后文具体能力

superior memory 虽可读通，但没能指向后文"在图像中识别癌症"这一具体视觉证据，做完形填空要选与下文衔接最紧的词。

L) suspicious suspicious 意为可疑，与正面描述鸽子能力的语境冲突

整段在夸鸽子记忆出色，suspicious memory (可疑的记忆) 感情色彩相反，明显不合。

30. Rats are often __(30)__ with spreading disease rather than __(31)__ it

【答案】 **A) associated** (动词)

【词性槽】 be 动词 are 后、with 短语前，应填过去分词构成 be ... with 被动

【依据】 be associated with 表"被联想到、与.....相关联"，正合"老鼠常被联想到传播疾病"

Rats are often __(30)__ with spreading disease rather than __(31)__ it意为"老鼠常被联想到传播疾病、而非阻止疾病"，be associated with 是固定搭配；语义上也与开篇"看似不该出现在诊治场景"的反差铺垫呼应。

【竞争词】 N) treated be treated with 意为"用.....治疗或处理"，逻辑反了

Rats are treated with spreading disease 字面意思是"老鼠用传播疾病来治疗"，根本讲不通；本句要表达的是"老鼠总被人们和传播疾病联系在一起"，必须用 associated。

【易错】 最具迷惑性的错误词是 N) —— N treated 同为过去分词、同可与 with 连用，但语义反了。be associated with 与 be treated with 都是常见 be...with 搭配，30 题位置考生容易在这两个之间反复横跳。防坑思路：把候选直接译进句子（"老鼠被联想到传播疾病" vs "老鼠用传播疾病治疗"），看哪句话符合常识，瞬间判生死。

31. Rats are often __(30)__ with spreading disease rather than __(31)__ it

【答案】 **F) preventing** (动词)

【词性槽】 rather than 后与前面 spreading 并列，需用动名词/现在分词形式

【依据】 prevent 表"阻止/预防(疾病)"，与 spreading disease 构成正反对比

整句逻辑是"老鼠常被联想到传播疾病、而非阻止疾病"——preventing disease (阻止疾病) 正好是 spreading disease (传播疾病) 的反面，构成 rather than 对比；preventing 与疾病一词的搭配也最自然。

【竞争词】 G) prohibiting prohibit 指以规定/法律明令禁止，宾语通常是行为而非疾病

prohibit 强调官方或权威性的"禁止" (如 prohibiting smoking 禁止吸烟)，不和 disease 直接搭配；阻止疾病蔓延地道说法是 prevent disease。

32. Rats are often __(30)__ with spreading disease rather than __(31)__ it, but this long-tailed animal is highly __(32)__.

【答案】 **H) sensitive** (形容词)

【词性槽】 be 动词 is 后、副词 highly 修饰，典型表语形容词位

【依据】 嗅觉感受器多达千种，正对应嗅觉非常灵敏

下一句 Inside a rat's nose are up to 1,000 different types of olfactory receptors (嗅觉感受器)，whereas humans only have 100 to 200 types. 用感受器数量论证，highly sensitive (高度灵敏) 正是这一证据的概括。

【竞争词】 I) slight slight 表轻微，与 highly 直接冲突

highly slight 在语义上自相矛盾，副词 highly 表程度强，slight 表程度弱，两者不能搭配。

K) superior superior 多用作 superior to 比较结构，单用泛指过宽

superior 表"更胜一筹"通常需要比较对象 (superior to humans)，单独表语用 highly superior 也较少见，且未直接指向"嗅觉"。

L) suspicious suspicious 意为可疑或多疑，与嗅觉感受器多无关

highly suspicious 通常指"非常可疑"或"非常多疑"，与下一句嗅觉感受器数量这一证据完全对不上。

33. This gives rats the ability to detect __(33)__ smells.

【答案】 **I) slight** (形容词)

【词性槽】 to detect __ smells, 名词 smells 前的定语位

【依据】 **slight smells** 即"微弱的气味", 与"嗅觉灵敏才能闻到"逻辑契合

上一句已说鼠的嗅觉感受器远多于人, 正是这种灵敏度让它们能闻到slight smells (细微的气味), 从而下一段引出嗅探肺结核的应用, 逻辑链条顺畅。

【竞争词】 **K) superior superior** 修饰 smells 不地道

superior smells 字面是"上乘的气味", 可能让人想到"高级香气", 与嗅觉灵敏度无关, 且本段强调的是嗅得到"小"气味、不是"高级"气味。

L) suspicious suspicious smells 偏"可疑气味", 与上下文嗅觉感受器数量铺垫不搭

suspicious 多形容"可疑的", suspicious smells 在小说中或可指"可疑气味", 但本段并未谈"是否可疑", 而是谈"能否闻到极微弱的气味"。

34. When the rats detect the smell, they stop and rub their legs to __(34)__ a sample is infected.

【答案】 **C) indicate** (动词)

【词性槽】 to __ a sample is infected, 仍是 to 后接动词原形

【依据】 **indicate** 后可接 that 从句, 表"以某动作表示 (某情况存在)", 正合"老鼠以蹭腿示意样本被感染"

they stop and rub their legs to __(34)__ a sample is infected.是说老鼠用停下并蹭腿这个动作来"示意/表明"样本已被感染, indicate 正可接 that 从句表"暗示/表明", 是最贴的搭配。

【竞争词】 **J) specify specify** 强调"明确具体说明", 与动物用动作传达不符

specify 一般是人通过言语或文字"明确指出"具体细节 (如 specify the time), 用来描述老鼠以蹭腿这种非语言行为来"传达"信息显得生硬, indicate 才是描述"暗示/示意"的常用词。

35. Traditionally, a hundred samples would take lab technicians more than two days to __(35)___

【答案】 **B) examine** (动词)

【词性槽】 to ___ 出现在不定式结构中，必须填动词原形

【依据】 **examine samples** 即“检验样本”，对应实验技师对样本做检查的典型动作

a hundred samples would take lab technicians more than two days to __(35)___ 意为“一百份样本要花实验技师两天多去……”，与下一句“老鼠不到 20 分钟搞定”对比，技师对样本要做的动作就是“检验/化验”，examine 是和 sample 搭配最常见的实验室动词。

【竞争词】 **C) indicate** indicate 表“表明”，与“样本”作宾语不通

indicate samples 字面是“表明样本”，逻辑不通；indicate 一般以“事实/情况”为宾语 (indicate a problem/result)，不能用来描述对样本做实验的动作。

J) specify specify 指“具体说明、明确指出”，与实验室检验场景不符

specify samples 大致是“明确指出样本”，与“花两天多对样本进行……”这一耗时动作不匹配；实验技师的耗时活儿是检验，不是“具体说明”。

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) **associated** (动词) (形容词)

associate 的过去式/过去分词；常用搭配 be associated with，意为“与……有关联、被联想到”

用于第 30 空

B) **examine** (动词)

检查、检验、化验 (样本)

用于第 35 空

C) **indicate** (动词)

表明、指示、暗示 (某情况存在)

用于第 34 空

D) **nuisance** (名词)

讨厌的人或事物、麻烦、滋扰

用于第 27 空

E) **peak** (名词) (动词) (形容词)

顶峰、最高点；达到顶峰

干扰词 · 未选用

F) **preventing** (动词)

prevent 的动名词/现在分词；阻止、预防

用于第 31 空

G) **prohibiting** 动词

prohibit 的动名词/现在分词；（以法律或规定）禁止

干扰词 · 未选用

H) **sensitive** 形容词

敏感的、灵敏的（如嗅觉/感官灵敏）

用于第 32 空

I) **slight** 形容词

轻微的、细微的、微小的

用于第 33 空

J) **specify** 动词

具体说明、明确指出

干扰词 · 未选用

K) **superior** 形容词 名词

（质量、能力等）更胜一筹的、上乘的；上级

用于第 26 空

L) **suspicious** 形容词

可疑的；起疑心的

干扰词 · 未选用

M) **tip** 名词 动词

尖端、末梢；提示；小费

用于第 28 空

N) **treated** 动词 形容词

treat 的过去式/过去分词；治疗、对待、处理

干扰词 · 未选用

O) **visual** 形容词

视觉的、视力的、看的

用于第 29 空

全文主旨

动物天赋助力人类疾病诊治

全文围绕一个反常识话题：看似不起眼甚至令人厌恶的鸽子和老鼠，其实拥有可以帮助人类诊治疾病的特殊能力。开篇A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some __ (26) __ skills that could help the treatment of human diseases.即点明话题；后文分别用鸽子识别乳腺癌图像、老鼠嗅探肺结核两个例子展开。

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，却不该填入任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

E) **peak** 最像 28 题答案的名词干扰

peak 与 tip 都可指“最高点/末端”，在 a brain no bigger than the __(28)__ of your index finger 里粗看 the peak of your finger 似乎能读通，但英语里描述手指末端的固定说法是 the tip of your finger，不是 peak。识破口诀：身体部位末端固定配 tip。

G) **prohibiting** 最像 31 题答案的 -ing 形态动词干扰

prohibiting 与 preventing 同为 -ing 形态、都译为“阻止/禁止”，在 rather than __(31)__ it 里很容易让考生纠结。识破口诀：prevent 后接事件/疾病/事故，prohibit 后接行为/活动，宾语是 disease 就选 prevent。

J) **specify** 最像 34 或 35 题答案的动词原形干扰

specify 是动词原形，34、35 两题均涉及 to + 动词原形，乍看都能套进去。但 specify 强调“明确具体说明”，34 题主语是“动作（蹭腿）”用 indicate 更贴；35 题宾语是“样本”，要选 examine 这种“实验室检验”动词。识破口诀：宾语是 that 从句 → indicate，宾语是样本 → examine，specify 留作干扰。

L) **suspicious** 最像 26 或 29 题答案的形容词干扰

suspicious 是形容词，能放进 26 题 some __ skills 和 29 题 a very impressive __ memory 两个形容词空。但其感情色彩为负，与 26 题全文褒义基调、29 题 impressive 这种褒义词都冲突。识破口诀：选词填空先看全句/全文感情色彩，再选形容词。

N) **treated** 最像 30 题答案的过去分词干扰

be treated with 也是常见 be...with 搭配，且 treated 与 associated 都是过去分词，词性上完全合规。但 be treated with spreading disease 字面是“用传播疾病来治疗”，逻辑反了。识破口诀：固定搭配相同时，把候选译进整句，看哪句话符合常识。

SENTENCE INSIGHTS • 句子精讲

4 句真题句逐层精讲

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

Inside a rat's nose are up to 1,000 different types of olfactory receptors(嗅觉感受器), whereas humans only have 100 to 200 types.

第3段，第2句

主句的完全倒装是重要的语法现象,可训练学生识别非常规语序、区分状语与主语;从句虽简单但包含程度状语 only 的位置判断。整体覆盖倒装、状语、主系表、主谓宾多种结构,训练价值较高。

As a result, some rats are being put to work to detect TB(肺结核).

第3段，第4句

“句首结果状语 + 被动谓语 + 不定式作补足成分或目的状语”是较常见的书面表达结构。掌握这种读法后，处理新闻、说明文中的类似句子很有帮助。

Traditionally, a hundred samples would take lab technicians more than two days to examine, but for a rat it takes less than 20 minutes.

第4段，第1句

这种用 "but" 连接两个主句作对比的写法非常典型，时间成本比较也是常见信息组织方式。掌握这类结构后，迁移到考试阅读中的对照句会很直接。

It is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.

第4段，第3句

“先总评，后用破折号补充说明”和“主语加能力结构再接并列动作”都很常见，迁移价值较强。虽然不是复杂从句句型，但很适合基础阶段建立稳定的找主干方法。

HIGH-FREQUENCY · 真题高频词

本篇出现的 29 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。

detect B2

v. 发现, 察觉 (难以察觉的事物)

本篇4次 · 真题 14 句

type A2

n. 类型

本篇2次 · 真题 97 句

accurate B2

adj. 准确的

本篇2次 · 真题 15 句

sample B1

n. 样品

本篇2次 · 真题 14 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次 · 真题 466 句

less A1

det. 较少的

本篇1次 · 真题 224 句

tend B1

v. 倾向于, 往往会

本篇1次 · 真题 137 句

image A2

n. 形象, 印象

本篇1次 · 真题 52 句

recently A2

adv. 最近

本篇1次 · 真题 48 句

associate B2

v. 联系

本篇1次 · 真题 45 句

despite B1

prep. 尽管

本篇1次 · 真题 40 句

rely B1

v. 依赖; 依靠

本篇1次 · 真题 36 句

indicate B2

v. 表明

本篇1次 · 真题 35 句

equipment B1

n. 设备

本篇1次 · 真题 32 句

highly B1

adv. 非常

本篇1次 · 真题 28 句

tip A2

n. 小费

本篇1次 · 真题 25 句

urban B2

adj. 城市的, 都市的

本篇1次 · 真题 19 句

latest B1

adj. 最新的

本篇1次 · 真题 16 句

obvious B1

adj. 明显的

本篇1次 · 真题 16 句

therefore B1

adv. 因此, 所以

本篇1次 · 真题 16 句

sensitive B2

adj. 敏感的

本篇1次 · 真题 15 句

creature B1

n. 生物

本篇1次 · 真题 14 句

superior B2

adj. 更好的

本篇1次 · 真题 14 句

infection B2

n. 传染

本篇1次 · 真题 13 句

whereas B2

sc. 然而

本篇1次 · 真题 13 句

index B1

n. 索引

本篇1次 · 真题 9 句

specialist B2

n. 专家

本篇1次 · 真题 9 句

traditionally B2

adv. 传统上;按照传统

本篇1次 · 真题 9 句

visual B2

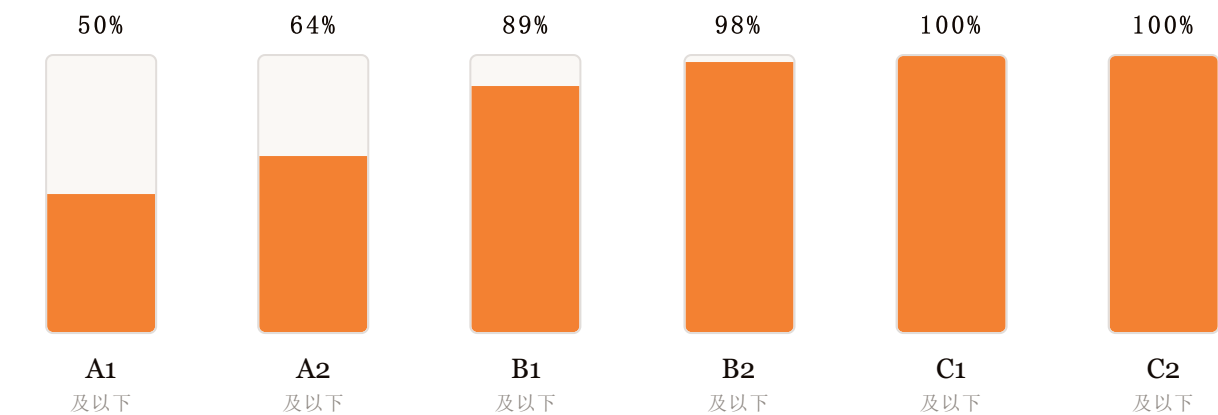
adj. 视觉的

本篇1次 · 真题 9 句

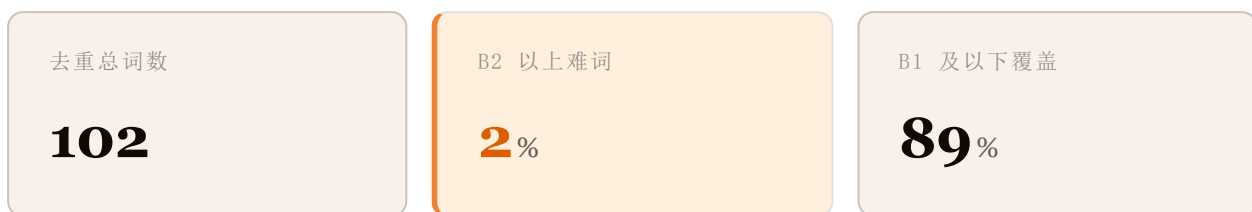
VOCABULARY · 词汇难度分布

全文 102 词按 CEFR 难度累积覆盖

带空短文去重后共 **102** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 2 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 102 个 · 末柱为 100%



英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1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2017年12月·第1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1套(2017-12) · 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**.

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

- A) I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.

我一直是个不擅长考试的人。所以我重返大学完成大约四十年前未完成的学位,这似乎有些奇怪。我在哥伦比亚大学学习,周围的学生在我还在处理问题时就能迅速给出口头答案。

- B) Since there is no way for me to avoid exams, I am currently questioning what kind of exams are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

既然我无法避免考试,我目前在思考什么样的考试最费力且最终最有益。我已经在课堂上挥汗如雨地完成了许多期中和期末考试,现在我有一位教授布置带回家做的考试。当我得知这一点时很兴奋,以为我有整整一周的时间来做研究、阅读文本并写出全部内容。事实上,直到交卷当天早上我还在重写期中考试。说我已经失去头绪还是轻描淡写了。

- C) As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students

ultimately learn more and encourages them to form study groups. "That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained, "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill."

当我在焦虑中煎熬了一周,过度思考材料并怀疑自己对它的掌握时,我在学生和教授中间做了一些调查。在哥伦比亚大学教授一门热门美国总统课程的David Eisenbach更喜欢课堂考试。他认为学生最终学到更多,并鼓励他们组成学习小组。"这样他们就会在课外就历史进行社交,如果没有课堂考试的压力,这种情况不会发生,"他解释说,"此外,课堂考试迫使学生学习如何在压力下表现,这是一项基本的工作技能。"

- D) He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled "Introduction To Congress." Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

他还说课堂考试作弊的可能性更小。2012年,哈佛大学125名学生卷入一起丑闻,当时发现他们在一门名为"国会概论"的课程的带回家考试中作弊。一些大学有所谓的"荣誉准则",不过如果你足够聪明能进入这些学校,你要么足够聪明能绕过任何准则,要么有希望的是,太有道德而不会考虑这样做。当我被困住毫无头绪地坐了整整两天时,我一时想到我能不能给一位我正在处理的主题的专家打电话,或者给之前上过这门课的人打电话,让我开始进行下去。

- E) Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams. "Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries," she told me. "Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention."

哈佛丑闻发生后,耶鲁大学前学生主任Mary Miller向该校教授发出热情呼吁,要求他们不要布置带回家的考试。"当教师提供没有明确、有时间限制边界的带回家考试时,学生的健康和幸福以及在其他期末工作中的表现都会面临风险,"她告诉我。"现在的研究表明,定期测验、短文以及学期中的其他作业能更好地增强学习和记忆。"

- F) Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. "In my field, it's not what you know—it's what you know how to find out," says Koch. "There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them."

大多数大学教授同意他们选择的考试类型很大程度上取决于学科。例如,基于定量的考试不太可能被带回家做,因为在那里可以请他们的哥哥姐姐帮忙。另一方面,职业类型的课程,如计算机科学或新闻学,通

常更注重研究,适合带回家测试。在马里兰州Rockville的Montgomery Community College教授"广播新闻史"的Chris Koch指出,报道是关于调查而不是记忆细节。"在我的领域,重要的不是你知道什么——而是你知道如何找到什么,"Koch说。"信息太多了,而且一直有更多信息出现,任何人都记不住。我希望我的学生利用他们可以获得的所有资源来寻找问题的答案。"

- G) Students' test-form preferences vary, too, often depending on the subject and course difficulty. "I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research," says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up." Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. "If you understand the material and have the ability to articulate(说出) your thoughts, they should be a breeze."

学生对考试形式的偏好也各不相同,通常取决于学科和课程难度。"我更喜欢带回家的论文,因为那样真正关乎写作,所以你有时间编辑和做更多研究,"Barnard的大三学生Elizabeth Dresser说。然后是压力因素。Middlebury的大四学生Francesca Haass说,"我发现课堂考试在短期内压力更大,但当你疯狂地吞下信息后会立即松了一口气,然后你可以把它全忘掉。带回家的考试需要深思熟虑的投入,这可能导致更长期的压力,因为永远没有时间到了的时刻。"与此同时,Emory的大二学生Olivia Rubin说她几乎不把带回家的考试视为真正的考试。"如果你理解材料并有能力说出你的想法,它们应该很轻松。"

- H) How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

学生最终如何应对考试可能取决于他们个人的应试能力。有些人总是等到最后一刻,把事情搞得比必要的难得多。还有那些不知道会遇到什么问题,也没有资源可参考,会卡住的人。然后还有我们这些罕见的同时符合这两种描述的人。

- I) Yes, my advanced age must factor into the equation(等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

是的,我的高龄必须纳入等式,部分原因是我无法那么快地获取信息。正如哥伦比亚大学另一位重返学校的学生Kate Marber告诉我的,"我们不仅在学习所有这些信息,而且基本上是在学习如何重新学习。我们的同学刚从高中毕业。自从我们上次上学以来,很多事情都变了。"

- J) If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, "I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test," he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.

如果没有别的,这种情况给了我和上大学的儿子一些共同话题。当我询问他对这件事的看法时,"我喜欢课堂考试,因为时间已经预留好了,而不是用我在家的空闲时间来做测试,"他回答道。在我看来,一个折中办法是提前一两天收到考试问题,然后在课堂上在滴答作响的时钟下完成实际考试。

K) Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake." When the students came in, sharpened pencils in hand, there was not a bluebook in sight. Rather, they saw a large chocolate cake and they each were given a slice.

更好的是,据报道Hunter College的一位教授最近在期末考试中做的事:她鼓励全班不要紧张甚至不要学习,承诺"这将是小菜一碟"。当学生们手拿削尖的铅笔走进来时,看不到一本蓝皮答题本。相反,他们看到一个大巧克力蛋糕,每人分到一块。

陈述句与逐句解析

36. Elderly students find it hard to keep up with the rapid changes in education.

年长的学生发现很难跟上教育领域的快速变化。

【答案】 I 段 (强锚点)

【锚点】 锚定“年长学生+跟不上教育变化”

【定位】 Yes, my advanced age must factor into the equation, in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

是的,我的高龄必须算进这个等式,部分原因是我无法那么快地获取信息。正如哥伦比亚另一位回炉的学生 Kate Marber 告诉我的:“我们学的不仅是这些知识,本质上是在重新学习如何学习。我们的同学才刚从高中出来。自我们上次在校以来,很多事情已经变了。”

【改写】 Elderly students ↔ my advanced age

形容词→对应名词短语的同义替换

find it hard to keep up with the rapid changes in education ↔

A lot has changed since we were last in school

“跟不上”由“获取信息变慢+变化已多”共同呈现

【辨邻】 A 本段虽然谈到I have returned to college to finish the degree I left undone some four decades ago, 但只覆盖了题干的“年长返校”一面,对题干find it hard to keep up with the rapid changes in education没有任何陈述,无法承载整句信息。

surrounded by students who quickly supply the verbal answer while I am still processing the question

37. Some believe take-home exams may affect students' performance in other courses.

有些人认为带回家的考试可能会影响学生在其他课程中的表现。

【答案】 E 段 (强锚点)

【锚点】 锚定“带回家考拖累其他课程”

【定位】 Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries.

当教师布置没有明确时限的带回家考试时，学生不仅在健康与身心状态上承担风险，他们在其他期末作业上的表现也会受到影响。

【改写】 take-home exams may affect students' performance in other courses ↔

Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries

“影响”被改写为“风险+条件状语从句”

performance in other courses ↔ **performance in other end-of-term work**

“其他课程”被改写为“其他期末作业”

【辨邻】 **C** C 段虽然出现in-class exams这种与“考试形式”相关的词，但其论点是He believes students ultimately learn more，与题干“带回家考波及其他课程”毫无交集。

in-class exams force students to learn how to perform under pressure, an essential work skill

38. Certain professors believe in-class exams are ultimately more helpful to students.

某些教授认为课堂考试最终对学生更有帮助。

【答案】 **C** 段（强锚点）

【锚点】 锚定“某些教授认为堂上考更有益”

【定位】 David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups.

在哥伦比亚教一门关于美国总统的热门课的 David Eisenbach 更偏好堂上考。他相信学生最终能学到更多，并鼓励他们组成学习小组。

【改写】 Certain professors ↔ **David Eisenbach**

“某些教授”被具体化为一位具名教授

believe in-class exams are ultimately more helpful to students ↔

He believes students ultimately learn more

“更有益”=“学得更多”，副词 ultimately 同形复现

【辨邻】 **F** F 段虽然有“教授+考试形式”的同话题外壳Most college professors agree the kind of exam they choose largely depends on the subject，但只谈选择依据，不下“堂上考更有益”的判断，因而不是源头段。

Most college professors agree the kind of exam they choose largely depends on the subject

39. In-class exams are believed to discourage cheating in exams.

课堂考试被认为能够遏制考试作弊行为。

【答案】 **D** 段（强锚点）

【锚点】 锚定“堂上考可阻止作弊”

【定位】 He also says there is less chance of cheating with the in-class variety.
他还表示，堂上考形式下作弊的可能性较小。

【改写】 In-class exams are believed to discourage cheating in exams ↔

there is less chance of cheating with the in-class variety

“阻止作弊”=“作弊机会更少”

【辨邻】 **E** E 段以Following the Harvard scandal承接 D 段话题，但其核心是 Mary Miller made an impassioned appeal to her school's professors to refrain from take-home exams，并未直接陈述“堂上考能阻止作弊”这一结论。

Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams

40. The author was happy to learn she could do some exams at home.

作者很高兴得知自己可以在家完成一些考试。

【答案】 **B** 段（强锚点）

【锚点】 锚定“作者听说能在家做考试时很高兴”

【定位】 I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up.

得知这一安排时我很兴奋，心想自己有整整一周时间可以做研究、读完文本，再把整篇写出来。

【改写】 happy to learn she could do some exams at home ↔ **I was excited when I learned this**

情感词同族替换+触发事件同形

do some exams at home ↔ **now I have a professor who issues take-home ones**

“在家做考试”=“带回家做的考试”

【辨邻】 **J** J 段说话人是I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test，主体是儿子且偏负面态度，既非作者也非“高兴”。

as opposed to using my free time at home to work on a test

41. Students who put off their work until the last moment often find the exams more difficult than they actually are.

把作业拖到最后一刻才做的学生往往会发现考试比实际难度更难。

【答案】 **H** 段（强锚点）

【锚点】 锚定“拖到最后一刻把考试自找更难”

【定位】 There are people who always wait until the last minute, and make it much harder than it needs to be.

有一些人总是拖到最后一刻才动手，结果把考试搞得比本来需要的难得多。

【改写】 put off their work until the last moment ↔ wait until the last minute

拖延行为的标准同义替换

find the exams more difficult than they actually are ↔ make it much harder than it needs to be
“觉得更难”=“把它搞得更难”

【辨邻】 B B 段虽有 I was still rewriting my midterm the morning it was due 这一拖延行为，但是作者一人的具体经历，不像 H 段 There are people who always wait until the last minute 那样下“有这类人”的通则。

I was still rewriting my midterm the morning it was due

42. Different students may prefer different types of exams.

不同的学生可能偏好不同类型的考试。

【答案】 G 段（弱锚点）

【锚点】 锚定“不同学生偏好不同考试形式”

【定位】 Students' test-form preferences vary, too, often depending on the subject and course difficulty.
学生对考试形式的偏好同样各不相同，通常取决于学科与课程难度。

【改写】 Different students may prefer different types of exams ↔

Students' test-form preferences vary, too, often depending on the subject and course difficulty
“偏好不同”由 vary + 多个体并陈共同承载

【辨邻】 C C 段虽然也谈“偏好”话题，但主语是 David Eisenbach 这位教授，描述的是教授对堂上考试的偏爱，与题干“学生之间偏好分歧”主语不符。

David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety

43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.

大多数教授认同是进行课堂考试还是带回家考试取决于所教授课程的类型。

【答案】 F 段（强锚点）

【锚点】 锚定“考试形式取决于学科”

【定位】 Most college professors agree the kind of exam they choose largely depends on the subject.
大多数大学教授都同意，他们选择何种考试形式很大程度上取决于学科。

【改写】 Most professors agree ↔ **Most college professors agree**

主语短语几乎同形复现

whether to give an in-class or a take-home exam depends on the type of course being taught ↔

the kind of exam they choose largely depends on the subject

“形式取决于学科”的同句改写

【辨邻】 **G** G 段虽然有 often depending on the subject and course difficulty 这种同样的“取决于学科”表达，但其主语是 Students' test-form preferences，与题干“多数教授认为”的主语不符。

Students' test-form preferences vary, too, often depending on the subject and course difficulty

44. The author dropped out of college some forty years ago.

作者在大约四十年前从大学辍学。

【答案】 **A** 段（强锚点）

【锚点】 锚定“作者四十年前辍学”

【定位】 So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago.

所以，我重返大学去完成四十年前未读完的学位，这事看上去也许相当奇怪。

【改写】 dropped out of college ↔ **the degree I left undone**

“辍学”=“学位没读完就离开了”

some forty years ago ↔ **some four decades ago**

数字单位换形：年↔十年

【辨邻】 **I** I 段虽有 my advanced age must factor into the equation 的年长视角，但没有任何与 forty years/decades 相关的时间锚点，无法承载“四十年前辍学”这一信息。

Our fellow students have just come out of high school

45. Some students think take-home exams will eat up their free time.

一些学生认为带回家的考试会占用他们的空闲时间。

【答案】 **J** 段（强锚点）

【锚点】 锚定“带回家考会占用自由时间”

【定位】 I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test.

我喜欢堂上考，因为时间已经预留好了，不像带回家考那样还要占用我在家的自由时间去做。

【改写】 take-home exams will eat up their free time ↔ **using my free time at home to work on a test**

“吞噬自由时间”=“占用自由时间”

【辨邻】 G 段虽然出现Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up的相关讨论，但没有“自由时间被占”的表述，与题干所指的 free time 不同。

there is never a moment when the time is up

PARAGRAPH MAP • 段落主旨图

11 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 作者自述是个不擅长考试的人，四十年后重返哥伦比亚大学读完未完成的学位，周围都是反应比她快得多的年轻同学。

信息指纹 重返哥大读完四十年前未完成的学位

B 作者经历过多场堂上中期与期末考，现在遇到一位发放带回家考试的教授；她最初为此兴奋，结果到交卷当天早上还在重写。

信息指纹 听说能把考试带回家做时的兴奋

C 作者做了自己的小调查；哥大教授 David Eisenbach 偏好堂上考，认为学生借此组成学习小组、能学到更多，还能练就在压力下完成任务的能力。

信息指纹 教授偏好堂上考、学生学得更多

D 该教授还说堂上考更难作弊，并举哈佛 2012 年 125 名学生在带回家考上作弊丑闻佐证；作者承认在卡壳的两天里也曾闪过找人帮忙的念头。

信息指纹 堂上考更难作弊+哈佛带回家考作弊丑闻

E 哈佛丑闻之后，耶鲁前学生事务长 Mary Miller 呼吁本校教授停用带回家考，理由是它会损害学生健康与其他期末作业的表现，并引用研究支持小测/短文等过程性评估更利于学习。

信息指纹 带回家考拖累其他期末作业表现

F 多数教授认为出何种考试取决于学科：量化课不宜带回家，新闻、计算机这类职业型课程更适合带回家做研究；Chris Koch 强调新闻是“懂得如何找出答案”而非死记细节。

信息指纹 考试形式取决于学科性质

G 学生对考试形式的偏好因课程与难度而异；本段集中呈现三位学生 Elizabeth、Francesca、Olivia 各自不同的看法。

信息指纹 学生对考试形式的偏好各不相同

H 学生处理考试的方式取决于个人应试能力：有人拖到最后一刻、自找麻烦；有人因无资料可查而僵住；作者自嘲两类都占。

信息指纹 拖到最后一刻反而把考试搞得更难

I 作者承认年龄因素：信息获取变慢；另一位回炉学生 Kate Marber 说他们不仅在学知识，还在重新学习如何学习，因为离开校园后教育方式已大变。

信息指纹 年长回炉生跟不上教育的变化

J 作者的大学生儿子表示偏好堂上考，因为时间已预留好，不必占用家里的自由时间；作者由此提出折中方案：提前一两天发题、堂上限时完成。

信息指纹 儿子认为带回家考会占用自由时间

K 结尾轶事：Hunter College 一位教授期末考让学生别紧张，结果端上来一块大巧克力蛋糕，给每人一片。

信息指纹 把期末考变成分蛋糕的轶事

SENTENCE INSIGHTS • 句子精讲

17 句真题句逐层精讲

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

In fact, I was still rewriting my midterm the morning it was due.

B段，第4句

本句体现了 "主句 + 嵌套时间状语 (内含定语从句)" 的结构，这在四六级和考研阅读中较为常见。省略关系副词 when 的定语从句修饰时间名词是一个典型用法，学生掌握后可以迁移到类似句式 (如 the day we met, the year he graduated)。结构具有一定代表性。

"That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained, "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill."

C段，第4句

成分种类丰富：涵盖主谓宾、宾补、同位语、多种状语 (方式、地点、条件)、定语从句中的关系代词作主语。"force sb to do" 结构和 which 指代前句是典型考点。引述结构中直接引语作宾语也值得练习。适合作为划分成分的综合训练材料。

Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so.

D段，第3句

本句覆盖了多种成分:主句的主谓宾、宾语从句的主谓宾补、让步从句的主系表(含并列表语)、条件状语从句的主系表。宾语从句中 "what" 的双重作用、"call" 的宾补结构、"either...or" 并列表语、以及条件状语嵌套在让步从句内部,都是值得练习的典型结构,训练价值较高。

As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

D段，第4句

非常适合作为成分划分练习。句中含有 "sat blocked and clueless" 的主系表 (或半系动词) 结构,不定式作目的状语, 以及宾语从句内部两个定语从句修饰不同的并列宾语, 考点非常全面且易错。

Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams.

E段，第1句

简单句 + 同位语 + 分词短语作状语 + 不定式定语，是四六级和考研阅读中常见的句式组合。尤其是同位语插入和分词短语状语的用法非常典型，学生掌握后可在大量真题句中复用这一识别方法。

Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing.

F段，第3句

包含主语、并列谓语、表语、宾语、同位语、多个状语等丰富成分，尤其同位语举例和插入状语的识别有一定练习价值；但成分本身都比较直接，缺少易混淆的难点（如宾补、双宾、复杂定语从句）。

Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details.

F段，第4句

主句带非限制性定语从句和宾语从句的结构在四六级和考研阅读中非常常见，尤其定语从句插在主语和谓语之间的现象是典型考点；宾语从句 points out that 也是高频搭配。本句结构具有很强的代表性和可迁移性。

Then there is the stress factor.

G段，第3句

there be 句型是英语中高频出现的基础句式，常见于各类考试阅读和写作中，掌握后可迁移到大量类似句子，典型性较高。

Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up."

G段，第4句

涵盖了同位语、宾语从句（省略引导词）、状语从句、定语从句、主系表、there be 结构等，是练习成分划分的极佳素材。

Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams.

G段，第5句

句式高度典型。引述动词加省略 that 的宾语从句，是四六级和考研阅读中极其常见的结构。consider 的复合宾语用法也是高频考点。同位语插入、程度状语修饰谓语等都是标准用法。掌握本句结构后，可以直接迁移到大量真题句子中。

And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze.

H段，第3句

句子涵盖了多种成分：主句的 there be 结构（含形式主语性质的 there 和真正主语 those）、定语从句（关系代词作主语）、宾语从句（疑问词 what 作定语修饰主语）、并列的分词短语作状语、不定式短语作定语（to refer to 修饰 resources）。这些成分组合在一起，涉及主从句划分、分词作状语、不定式作定语、关系代词和疑问词的双重身份等多个考点，适合作为成分划分的综合练习句。尤其是定语从句内部嵌套宾语从句，以及分词短语和真正谓语的区分，都是易错点。

As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

I段，第2句

这种“正如某人说，‘内容’”的引述结构在新闻报道和学术引用中极度常见，是必须掌握的典型句式。

Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake."

K段，第1句

本句成分丰富,涵盖主语、谓语、宾语、宾语补足语、表语、状语(包括时间、目的、伴随状语)等多种核心和附加成分。特别是 "encourage sb to do sth" 的宾补结构、"what" 既作引导词又作宾语的双重身份、以及现在分词短语作状语,都是值得练习的典型用法。对成分划分训练有较高价值。

When the students came in, sharpened pencils in hand, there was not a bluebook in sight.

K段，第2句

虽然时态本身不难，但这句在主干识别和插入成分处理上很有训练意义，且结构常见、可迁移性强，适合作为结构分析练习材料优先学习。

Elderly students find it hard to keep up with the rapid changes in education.

第36题题干

"find it + 形容词 + to do" 是四六级和考研阅读中的高频句式，掌握后可直接迁移到类似结构如 "make it possible to"、"consider it necessary to" 等，代表性强。

Students who put off their work until the last moment often find the exams more difficult than they actually are.

第41题题干

本句涵盖了多种核心成分：主语（含定语从句修饰）、谓语、宾语、宾语补足语（含比较从句修饰）、时间状语、频度状语。特别是宾补结构和定语从句的识别，以及比较从句中的省略现象，都是考试常考且易错的知识点。句子成分丰富且典型，适合作为成分划分的综合练习材料。

Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.

第43题题干

"动词 + 宾语从句" 和 "whether" 引导的名词性从句都是四六级和考研中的高频结构；"depend on" 搭配、分词作后置定语也是典型考点。这种结构在真题中反复出现，掌握后可广泛迁移。

本篇出现的 86 个英语四级真题高频词

下列单词既在本篇真题中出现，又是 **英语四级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

professor B1

n. 教授（大学教师的最高职称）

本篇7次 · 真题 105 句

ultimately B2

adv. 最终;终归

本篇4次 · 真题 23 句

stress B1

n. 压力

本篇3次 · 真题 102 句

author A2

n. 作者

本篇2次 · 真题 244 句

better A1

adj. 更好的（good 的比较级）

本篇2次 · 真题 139 句

type A2

n. 类型

本篇2次 · 真题 97 句

factor B1

n. 因素

本篇2次 · 真题 77 句

material B1

n. 材料

本篇2次 · 真题 69 句

performance B1

n. 表演

本篇2次 · 真题 66 句

pressure B1

n. 心理压力

本篇2次 · 真题 63 句

resource B1

n. 资源

本篇2次 · 真题 54 句

variety B1

n. 多样化

本篇2次 · 真题 47 句

code B1

n. 代码

本篇2次 · 真题 39 句

quickly A2

adv. 快速地

本篇2次 · 真题 38 句

essay B1

n. 短文

本篇2次·真题 35 句

cheating B1

n. 作弊

本篇2次·真题 13 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 466 句

less A1

det. 较少的

本篇1次·真题 224 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 148 句

learning A1

n. 学习

本篇1次·真题 120 句

affect B1

v. 影响

本篇1次·真题 113 句

process B1

n. 过程

本篇1次·真题 108 句

risk A2

n. 风险

本篇1次·真题 108 句

decade B1

n. 十年

本篇1次·真题 99 句

expert B1

n. 专家

本篇1次·真题 89 句

access B1

n. 进入

本篇1次·真题 83 句

issue B1

n. 问题

本篇1次·真题 83 句

community B1

n. 社区

本篇1次·真题 81 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 64 句

due B1

adj. 预期的

本篇1次·真题 62 句

perform B1

v. 执行

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

detail B1

n. 细节

本篇1次 · 真题 45 句

figure A2

n. 数字

本篇1次 · 真题 44 句

anxiety B2

n. 焦虑

本篇1次 · 真题 41 句

writing A2

n. 写作

本篇1次 · 真题 40 句

regular B1

adj. 经常的

本篇1次 · 真题 38 句

enhance B2

v. 提高

本篇1次 · 真题 37 句

respond B1

v. 回答, 答复

本篇1次 · 真题 35 句

rare B1

adj. 稀有的

本篇1次 · 真题 33 句

advance B1

v. 前进

本篇1次 · 真题 31 句

appeal B2

v. 呼吁

本篇1次 · 真题 31 句

vary B1

v. 不同

本篇1次 · 真题 31 句

essential B1

adj. 必不可少的

本篇1次 · 真题 30 句

assignment B1

n. (学校的) 作业、任务

本篇1次 · 真题 29 句

being B1

n. 存在

本篇1次 · 真题 29 句

opinion A2

n. 观点

本篇1次 · 真题 29 句

handle A2

v. 处理

本篇1次 · 真题 28 句

senior B1

adj. 级别高的

本篇1次 · 真题 25 句

former B1

adj. 以前的, 从前的

本篇1次 · 真题 24 句

largely B2

adv. 主要地

本篇1次 · 真题 24 句

currently B1

adv. 目前, 当前

本篇1次 · 真题 23 句

reserve B1

v. 预订

本篇1次 · 真题 20 句

elderly B2

adj. 年老的

本篇1次 · 真题 19 句

meanwhile B1

adv. 与此同时

本篇1次 · 真题 19 句

actual B1

adj. 真实的

本篇1次 · 真题 18 句

advanced B2

adj. 先进的

本篇1次 · 真题 18 句

honor B2

n. 荣誉

本篇1次 · 真题 18 句

numerous B2

adj. 众多的, 许多的

本篇1次 · 真题 18 句

immediate B2

adj. 立即的, 即刻的

本篇1次 · 真题 16 句

beneficial B2

adj. 有益的

本篇1次 · 真题 15 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 15 句

socialize B2

v. 社交

本篇1次 · 真题 15 句

investigation B2

n. 调查; 侦查

本篇1次 · 真题 14 句

fellow B2

n. 家伙

本篇1次 · 真题 13 句

oppose B2

v. 反对

本篇1次 · 真题 13 句

preference B2

n. 偏爱

本篇1次 · 真题 13 句

compromise B2

n. 妥协

本篇1次 · 真题 12 句

ethical B2

adj. 道德的

本篇1次 · 真题 12 句

tackle B2

v. 处理

本篇1次 · 真题 12 句

description B1

n. 描述

本篇1次 · 真题 11 句

discourage B2

v. 使泄气

本篇1次 · 真题 11 句

folk B1

n. 人们

本篇1次 · 真题 11 句

surround B1

v. 围绕

本篇1次 · 真题 11 句

unexpected B1

adj. 意外的

本篇1次 · 真题 11 句

essentially B2

adv. 本质上

本篇1次 · 真题 10 句

furthermore B2

adv. 此外

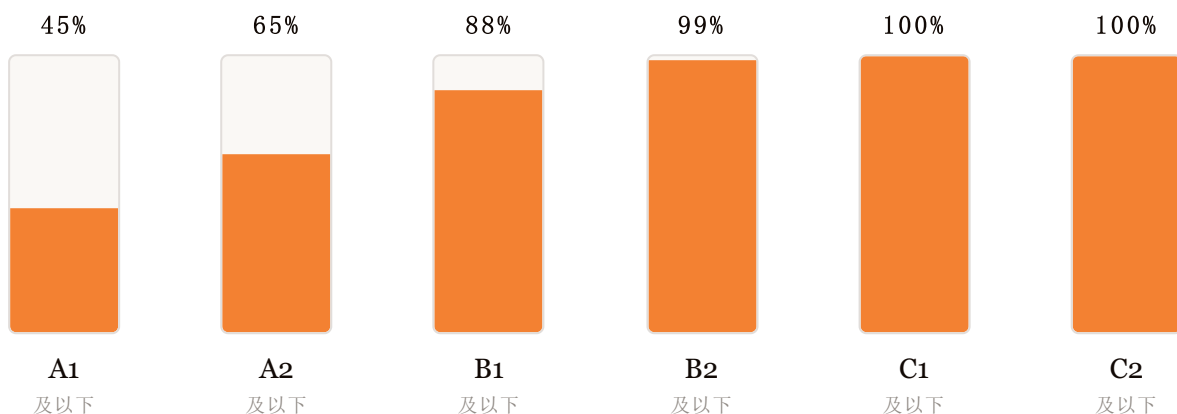
本篇1次 · 真题 10 句

<u>relief</u> B1 n. 宽慰 本篇1次 · 真题 10 句	<u>testing</u> B1 n. 测试 本篇1次 · 真题 10 句
<u>unlikely</u> B1 adj. 不太可能的 本篇1次 · 真题 9 句	<u>engagement</u> B2 n. 约定 本篇1次 · 真题 8 句
<u>faculty</u> B2 n. (大学的) 系, 院 本篇1次 · 真题 8 句	<u>inability</u> B2 n. 无能力;不能 本篇1次 · 真题 8 句
<u>stressful</u> B1 adj. 压力大的 本篇1次 · 真题 8 句	<u>verbal</u> B2 adj. 口头的 本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 359 词按 CEFR 难度累积覆盖

全文去重后共 **359** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 5 个 · 约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 359 个 · 末柱为 100%

去重总词数

359

B2 以上难词

1%

B1 及以下覆盖

88%



英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1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2017年12月·第1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 3 段原文（段首标 P1-P3 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1套(2017-12) · 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 That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the "first-night" effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

人们在陌生环境中换一张不同的床常常会遇到睡眠困难，这种现象被称为“第一晚”效应。如果一个人第二晚待在同一个房间，他们往往会睡得更香。Brown University的Yuka Sasaki和她的同事们开始研究这种效应的起源。

P2 Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid predators(捕食者). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university's Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants' brains behaved in a

similar manner seen in birds and dolphins. On the first night only, the left hemispheres(半球) of their brains did not sleep nearly as deeply as their right hemispheres did.

Sasaki博士知道第一晚效应可能与人类的进化方式有关。令人困惑的是,当第二天的表现可能受到影响时,从中能获得什么益处。她还从之前对鸟类和海豚进行的研究中了解到,这些动物每次让一半大脑进入睡眠,这样它们可以在休息的同时保持足够的警觉以避开捕食者。这让她想知道人类是否也在做同样的事情。为了更仔细地观察,她的团队研究了35名健康人在该大学心理科学系这一陌生环境中的睡眠情况。参与者每人在该系睡了两晚,并通过观察他们大脑活动的技术进行仔细监测。正如预期的那样,Sasaki博士发现,参与者第一晚的睡眠质量不如第二晚,入睡时间是第二晚的两倍多,总体睡眠时间也更少。在深度睡眠期间,参与者的的大脑表现出与鸟类和海豚相似的行为方式。仅在第一晚,他们大脑的左半球睡眠深度远不如右半球。

P3 Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed beeps(蜂鸣声) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

为了确认左半球是否确实保持清醒以处理周围环境中检测到的信息,Sasaki博士重新进行了实验,在夜间向睡眠中的参与者播放定时规律的相同音调蜂鸣声和不规律的不同音调蜂鸣声的混合声音。她推断,如果左半球在陌生环境中保持警觉以守卫,那么它会对不规律的蜂鸣声做出反应,将人们从睡眠中唤醒,而会忽略定时规律的蜂鸣声。这正是她发现的结果。

题目与逐题解析

46. What did researchers find puzzling about the first-night effect?

- A) To what extent it can trouble people.
- B) What role it has played in evolution.
- C) What circumstances may trigger it.
- D) In what way it can be beneficial.

关于第一晚效应,研究人员发现什么令人困惑?

- A) 它能在多大程度上困扰人们。
- B) 它在进化中扮演了什么角色。
- C) 什么情况可能触发它。
- D) 它以何种方式有益。

【答案】 D (细节题)

【判型】 What did researchers find puzzling about the first-night effect? 问的是研究者具体困惑于哪一点, 是对原文里某句话的客观转述, 不需要推断或概括全文。

【拆句】 主干是 What did researchers find puzzling about the first-night effect?——这是 find + 宾语 + 宾补结构 (find sth. puzzling), 不是 find sth. that 从句; 考生易把 puzzling 当成修饰 effect 的定语, 要看清它是 find 的宾补。

【定位】 The puzzle was what benefit would be gained from it when performance might be affected the following day.

令人困惑之处在于：当第二天的表现可能受影响时，这种「第一晚睡不好」到底能带来什么好处。

【选项】 A) **无中生有**

To what extent it can trouble people 谈的是这种效应「困扰人到什么程度」，但原文从未量化或讨论困扰的程度，只在 experience trouble sleeping 提了一下事实，没说「多严重」。

B) **偷换概念**

What role it has played in evolution 谈的是它在演化中扮演什么角色；原文确有 has something to do with how humans evolved，但这是研究者的「假设/猜测」，不是她「困惑」之处——困惑是 what benefit would be gained from it。

C) **无中生有**

What circumstances may trigger it 谈的是什么情境会触发这种效应；原文 in unfamiliar surroundings 已经直接给出触发条件，研究者根本不困惑这一点，更没把它列为 puzzle。

D) **✓ 正确**

what benefit would be gained from it ↔ **In what way it can be beneficial**

预判答案是「困惑于现象能带来什么好处」，In what way it can be beneficial 把 benefit 名词改写为 beneficial 形容词，语义与定位句完全等值，直接锁定。

47. What do we learn about Dr. Yuka Sasaki doing her research?

- A) She found birds and dolphins remain alert while asleep.
- B) She found birds and dolphins sleep in much the same way.
- C) She got some idea from previous studies on birds and dolphins.
- D) She conducted studies on birds' and dolphins' sleeping patterns.

关于 Yuka Sasaki 博士进行研究,我们了解到什么?

- A) 她发现鸟类和海豚在睡眠时保持警觉。
- B) 她发现鸟类和海豚的睡眠方式大体相同。
- C) 她从之前关于鸟类和海豚的研究中获得了一些想法。
- D) 她对鸟类和海豚的睡眠模式进行了研究。

【答案】 C (细节题)

【判型】 What do we learn about Dr. Yuka Sasaki doing her research? 问的是研究过程中的客观事实，不带 infer/imply。

【拆句】 doing her research 是现在分词短语作状语，修饰 Dr. Yuka Sasaki，相当于 when she was doing her research；不是名词短语，不要错读成「研究本身」。

【定位】 She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid predators(捕食者). This led her to wonder if people might be doing the same thing.
她还从此前关于鸟和海豚的研究中得知：这些动物一次只让一半大脑睡觉，从而既能休息又能保持警觉以躲避捕食者。这让她猜想人是否也是如此。

【选项】 A) 以偏概全

She found birds and dolphins remain alert while asleep 把原文 put half of their brains to sleep at a time so that they can rest while remaining alert 的核心机制「半脑睡」省略掉，只留下结果「保持警觉」；且主语动作错了——这不是 Sasaki 自己 found，而是先前研究的结论。

B) 无中生有

She found birds and dolphins sleep in much the same way 暗示鸟和海豚被研究者比较过其睡眠方式的异同；原文只把它们并列举例（都是「半脑睡」的代表），既没说她自己发现，也没说「方式相同」是研究结论。

C) ✓ 正确

She also knew from previous work conducted on birds and dolphins ↔

She got some idea from previous studies on birds and dolphins

预判是「从鸟海豚旧研究获得灵感」，She got some idea from previous studies on birds and dolphins 在主体动作 (got idea←knew、led to wonder)、信息来源 (previous studies←previous work)、对象 (birds and dolphins) 三处全部等值，锁定。

D) 与原文相反

She conducted studies on birds' and dolphins' sleeping patterns 把她说成了鸟海豚研究的执行者；原文 previous work conducted on birds and dolphins 的「conducted」用的是过去分词作后置定语，意为「（由别人）做过的」先前研究，她只是「got idea from」。

48. What did Dr. Sasaki do when she first did her experiment?

- A) She monitored the brain activity of participants sleeping in a new environment.
- B) She recruited 35 participants from her Department of Psychological Sciences.
- C) She studied the differences between the two sides of participants' brains.
- D) She tested her findings about birds and dolphins on human subjects.

Sasaki 博士第一次做实验时做了什么？

- A) 她监测了在新环境中睡觉的参与者的脑部活动。
- B) 她从心理科学系招募了 35 名参与者。
- C) 她研究了参与者大脑两侧之间的差异。
- D) 她在人类受试者身上测试了她关于鸟类和海豚的发现。

【答案】 A (细节题)

【判型】 What did Dr. Sasaki do when she first did her experiment? 问的是具体行动，不是观点或结论。

【拆句】 when she first did her experiment 是时间状语从句，first 是副词修饰 did，意为「第一次做」；不要把它读成形容词 first experiment（首个实验）。

【定位】 To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university's Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains.

为了更深入地考察，她的团队让 35 位健康受试者在该大学心理科学系这个陌生环境中睡觉。每位受试者在系里睡了两周，并由能监测大脑活动的技术对他们进行了仔细记录。

【选项】 A) ✓ 正确

studied 35 healthy people as they slept in the unfamiliar environment ↔

participants sleeping in a new environment

monitored with techniques that looked at the activity of their brains ↔

monitored the brain activity

预判是「监测陌生环境受试者脑活动」，She monitored the brain activity of participants sleeping in a new environment 在动作 (monitored)、对象 (brain activity)、环境 (new environment) 三处全部对应原文，锁定。

B) 偷换概念

She recruited 35 participants from her Department of Psychological Sciences 暗示这 35 人是从心理科学系内部「招募」的；原文 slept in the unfamiliar environment of the university's Department of Psychological Sciences 表明心理科学系只是「实验地点」（且是受试者眼里的陌生环境），不是招募来源。

C) 答非所问

She studied the differences between the two sides of participants' brains 描述的是研究的发现内容（左右脑差异），原文 On the first night only, the left hemispheres(半球) of their brains did not sleep nearly as deeply as their right hemispheres did 是 found 的结果，不是 first did 的设计动作；题干问的是动作不是发现。

D) 过度推断

She tested her findings about birds and dolphins on human subjects 把「鸟海豚的结论」说成她「自己的 findings」，并升级为「拿来测人」；原文 previous work conducted on birds and dolphins 表明鸟海豚研究不是她做的，她只是受启发去 wonder if people might be doing the same thing，并非「测试已有发现」。

49. What did Dr. Sasaki do when re-running her experiment?

- A) She analyzed the negative effect of irregular tones on brains.
- B) She recorded participants' adaptation to changed environment.
- C) She exposed her participants to two different stimuli.
- D) She compared the responses of different participants.

Sasaki 博士重新进行实验时做了什么？

- A) 她分析了不规则音调对大脑的负面影响。
- B) 她记录了参与者对改变环境的适应情况。
- C) 她让参与者接触两种不同的刺激。
- D) 她比较了不同参与者的反应。

【答案】 C (细节题)

【判型】 What did Dr. Sasaki do when re-running her experiment? 问的同样是一个具体动作，对应第 3 段的实验设计。

【拆句】 when re-running her experiment 是 when 引导的省略状语从句，完整形式为 when she was re-running her experiment，主语与主句一致而被省略——四级常见省略，不要因没看到主语就读懵。

【定位】 Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed beeps(蜂鸣声) of the same tone and irregular beeps of a different tone during the night.

Sasaki 博士重做了这个实验：夜间向睡着的受试者播放一组按规律间隔响起、且音调相同的蜂鸣声，再混入一些不规则间隔、音调不同的蜂鸣声。

【选项】 A) **过度推断**

She analyzed the negative effect of irregular tones on brains 把蜂鸣的作用定性为「负面 negative」、动作定性为「分析 analyzed」；原文只描述实验设计（播放）和发现（左半脑响应），并未说不规律蜂鸣有「负面效应」，更未说她「分析」其负面效应。

B) **无中生有**

She recorded participants' adaptation to changed environment 谈的是「适应环境变化」；原文第二次实验的环境没有变化（仍是同一陌生环境），变化的是声音刺激；也没有 recorded adaptation 的对应表述。

C) **✓ 正确**

a mix of regularly timed beeps(蜂鸣声) of the same tone and irregular beeps of a different tone

↔ **two different stimuli**

presenting the sleeping participants ↔ **exposed her participants to**

预判「播放两种蜂鸣」，She exposed her participants to two different stimuli 用 expose to 替换 presenting with、用 two different stimuli 替换 a mix of regularly timed and irregular beeps，是定位句的标准同义替换。

D) **偷换概念**

She compared the responses of different participants 谈的是比较不同受试者的反应；原文 react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones 比较的是「同一受试者对不同刺激的反应」（同人不同刺激），而非「不同人对同一刺激的反应」。

50. What did Dr. Sasaki find about the participants in her experiment?

- A) They tended to enjoy certain tones more than others.
- B) They tended to perceive irregular beeps as a threat.
- C) They felt sleepy when exposed to regular beeps.
- D) They differed in their tolerance of irregular tones.

Sasaki 博士对她实验中的参与者有什么发现？

- A) 他们倾向于比其他音调更喜欢某些音调。
- B) 他们倾向于将不规则的哔哔声视为威胁。
- C) 他们在接触规律的哔哔声时感到困倦。
- D) 他们对不规则音调的容忍度存在差异。

【答案】 **B** （细节题）

【判型】 What did Dr. Sasaki find about the participants in her experiment? 问的是研究的客观发现，是对原文结论的转述。

【拆句】 find about 是「关于.....的发现」，about 在这里管辖 the participants in her experiment; 不要把 find 读成「找到（某物）」，这里是「发现/得出（某结论）」。

【定位】 She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

她推断：如果左半球确实在陌生环境中保持警觉、负责放哨，那么它就会对不规律蜂鸣做出反应、把人惊醒，而对规律蜂鸣置之不理。事实正是如此。

【选项】 A) 无中生有

They tended to enjoy certain tones more than others 谈受试者「更喜欢某种音调」；原文从未涉及喜恶/偏好，只有 react 与 ignore 两种行为反应，更不含享受 enjoy 的语义。

B) ✓ 正确

staying alert to keep guard in a strange environment ↔ **perceive irregular beeps as a threat**
react to the irregular beeps by stirring people from sleep ↔

perceive irregular beeps as a threat

预判「把不规律蜂鸣当威胁」，They tended to perceive irregular beeps as a threat
用 perceive as 把原文的行为反应 react+keep guard 翻译为认知判断，是定位句的同义替换，锁定。

C) 与原文相反

They felt sleepy when exposed to regular beeps 说规律蜂鸣让人困倦/想睡；原文 would ignore the regularly timed ones 表明大脑对规律蜂鸣是「忽略」、不是「催眠」，受试者本来就在睡觉，不存在「变得困倦」的反应。

D) 无中生有

They differed in their tolerance of irregular tones 谈不同受试者「对不规律音调的耐受度不同」；原文把全体受试者作为整体描述 (react to the irregular beeps by stirring people from sleep)，没有提及个体差异、也没有 tolerance 这一维度。

SENTENCE INSIGHTS • 句子精讲

6 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。

Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

第1段，第3句

简单句搭配不定式作目的状语是常见句式，在学术写作和考试阅读中经常出现。但主语中的并列结构和短语动词 "set out" 的用法具有一定代表性，掌握后可复用到类似表达。

She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid predators(捕食者).

第2段，第3句

全句包含四层结构:主句包含宾语从句,宾语从句内嵌套目的状语从句,目的状语从句内又嵌套时间状语从句,形成三层嵌套。各层之间通过that、so that、while等连接词引出,每层都有完整的主谓结构或省略主语的分词结构。这种层层咬合的嵌套关系要求读者反复回溯才能理清各从句的归属和修饰对象,对基础较弱的学习者构成较大认知负担。

Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall.

第2段，第7句

宾语从句 + 比较状语从句 + 现在分词作状语，是四六级和考研阅读中的高频句式。省略引导词that 和比较从句中承前省略谓语都是常考考点，句子结构具有很强的代表性和迁移价值

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed beeps(蜂鸣声) of the same tone and irregular beeps of a different tone during the night.

第3段，第1句

本句在主干识别、分句嵌套、时态区分、成分划分等方面都提供了适度挑战，且涉及的结构（双宾语、过去进行时、“while”从句）都是考试常见类型。虽然不算最复杂的句子，但作为训练材料覆盖面广、典型性强，适合作为进阶练习。

She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones.

第3段，第2句

高度典型的考研阅读句式:主句 + 宾语从句 + 内嵌条件从句,宾语从句内使用 if-then 条件逻辑和并列谓语,大量介词短语和不定式修饰。这种多层嵌套、条件推理加并列结构的句式在真题中频繁出现,掌握后可迁移到大量类似长难句

She found birds and dolphins remain alert while asleep.

第47题, A

感官动词接宾语从句(省略 that)+ 宾语从句内嵌套状语从句的结构,在四六级和考研阅读中较为常见,尤其是科普、研究类文本中描述发现或观察结果时常使用此句式,学习后有较好的迁移性

HIGH-FREQUENCY • 真题高频词

本篇出现的 56 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。

participant

B2

n. 参与者

本篇11次 · 真题 117 句

dolphin

A2

n. 海豚

本篇7次 · 真题 23 句

effect

A2

n. 影响

本篇5次 · 真题 156 句

tone

B1

n. 语气, 口气

本篇5次 · 真题 9 句

irregular

B2

adj. 不规则的;无规律的

本篇5次 · 真题 8 句

would

A1

aux. (will 的过去式) 将要, 会

本篇3次 · 真题 466 句

tend

B1

v. 倾向于, 往往会

本篇3次 · 真题 137 句

department

A2

n. 部门

本篇3次 · 真题 66 句

alert

B2

adj. 警觉的

本篇3次 · 真题 17 句

less

A1

det. 较少的

本篇2次 · 真题 224 句

conduct B2

v. 组织并实施

本篇2次·真题 45 句

previous B1

adj. 先前的

本篇2次·真题 37 句

regularly A2

adv. 经常地

本篇2次·真题 27 句

psychological B2

adj. 心理的

本篇2次·真题 25 句

expose B2

v. 使暴露

本篇2次·真题 20 句

surrounding B1

adj. 周围的, 附近的

本篇2次·真题 8 句

researcher B2

n. 研究人员

本篇1次·真题 239 句

benefit B1

n. 好处

本篇1次·真题 169 句

affect B1

v. 影响

本篇1次·真题 113 句

process B1

n. 过程

本篇1次·真题 108 句

finding B2

n. 调查结果

本篇1次·真题 99 句

performance B1

n. 表演

本篇1次·真题 66 句

gain B1

v. 获得;赢得

本篇1次·真题 64 句

negative B1

adj. 否定的

本篇1次·真题 57 句

colleague B1

n. 同事

本篇1次·真题 48 句

response B1

n. 回答

本篇1次·真题 47 句

overall B1

adj. 总体的

本篇1次·真题 39 句

regular B1

adj. 经常的

本篇1次·真题 38 句

pattern B1

n. 模式

本篇1次·真题 37 句

differ B1

v. 不同, 有区别

本篇1次·真题 30 句

threat B1

n. 威胁

本篇1次·真题 28 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 26 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 25 句

carefully A2

adv. 仔细地

本篇1次·真题 24 句

curious B1

adj. 好奇的

本篇1次·真题 22 句

behave B1

v. 表现, 举止

本篇1次·真题 21 句

investigate B2

v. 调查

本篇1次·真题 21 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次·真题 21 句

deeply B1

adv. 深深地

本篇1次·真题 20 句

technique B1

n. 技术

本篇1次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

circumstance B2

n. 情况

本篇1次·真题 16 句

following B1

adj. 接下来的

本篇1次 · 真题 16 句

analyze B2

v. 分析

本篇1次 · 真题 15 句

beneficial B2

adj. 有益的

本篇1次 · 真题 15 句

puzzle B1

n. 谜

本篇1次 · 真题 15 句

detect B2

v. 发现，察觉（难以察觉的事物）

本篇1次 · 真题 14 句

mix A2

v. 混合

本篇1次 · 真题 13 句

phenomenon B2

n. 现象

本篇1次 · 真题 13 句

react B1

v. 作出反应

本篇1次 · 真题 12 句

manner B1

n. 方式

本篇1次 · 真题 10 句

recruit B2

v. 招募

本篇1次 · 真题 10 句

extent B2

n. 程度

本篇1次 · 真题 9 句

trigger B2

v. 引发

本篇1次 · 真题 9 句

origin B2

n. 起源

本篇1次 · 真题 8 句

precisely B2

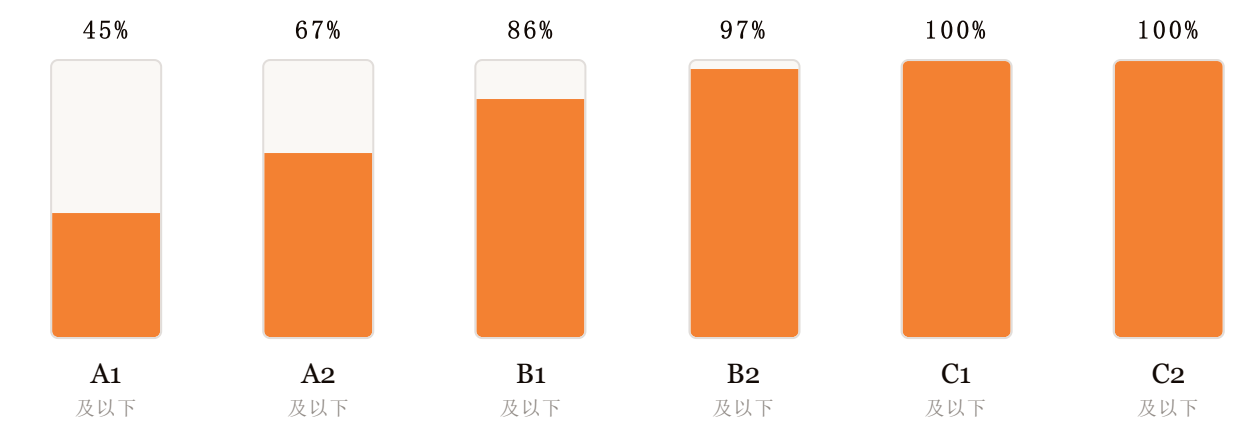
adv. 精确地，准确地

本篇1次 · 真题 8 句

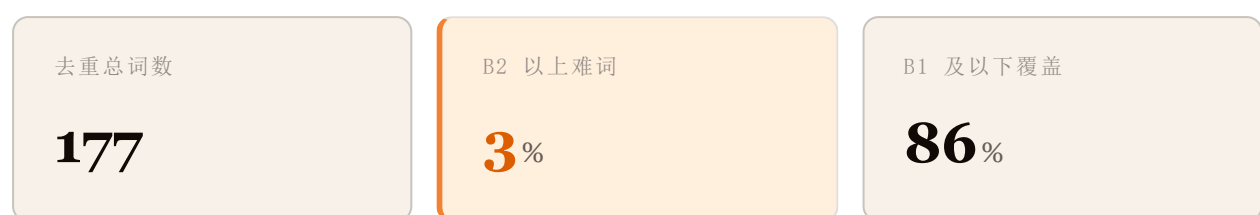
VOCABULARY · 词汇难度分布

全文 177 词按 CEFR 难度累积覆盖

全文去重后共 177 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 5 个 · 约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 177 个 · 末柱为 100%



英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1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2017年12月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2017-12) · 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 It's time to reevaluate how women handle conflict at work. Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

是时候重新评估女性在工作中处理冲突的方式了。在家庭和工作中过度劳累或过度承诺不会让你达到人生中想要的位置。这只会拖慢你的步伐，阻碍你的职业目标。

P2 Did you know women are more likely than men to feel exhausted? Nearly twice as many women than men ages 18-44 reported feeling "very tired" or "exhausted", according to a recent study.

你知道吗,女性比男性更容易感到精疲力竭?根据最近的一项研究,18至44岁年龄段中感到"非常疲惫"或"精疲力竭"的女性人数几乎是男性的两倍。

P3 This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home. One reason women may feel exhausted is that they have a hard time saying "no." Women want to be able to do it all—volunteer for school parties or cook delicious meals—and so their answer to any request is often "Yes, I can."

鉴于这是女性生育子女的年龄段,这可能并不令人惊讶。这也是许多女性试图在事业和家庭之间寻求平衡的年龄段。女性感到精疲力竭的一个原因是她们很难说"不"。女性希望能够做到一切——为学校聚会做志愿者或烹饪美味的饭菜——因此她们对任何请求的回答通常是"是的,我可以"。

P4 Women struggle to say "no" in the workplace for similar reasons, including the desire to be liked by their colleagues. Unfortunately, this inability to say "no" may be hurting women's health as well as their career.

女性在职场中难以说“不”的原因类似,包括希望被同事喜欢。不幸的是,这种无法说“不”的情况可能正在损害女性的健康以及她们的职业生涯。

P5 At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don't want to be viewed as aggressive or disruptive at work. For example, there's a problem that needs to be addressed immediately, resulting in a dispute over who should be the one to fix it. Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem—even if that means doing the boring work themselves.

在职场中,男性将冲突作为一种为自己定位的方式,而女性往往避免冲突或努力成为和事佬,因为她们不想在工作中被视为咄咄逼人或具有破坏性。例如,有一个需要立即解决的问题,导致就谁应该负责修复它产生争议。男性更可能从对自己最有利的角度来面对这一争议,而女性可能从解决问题最简单快捷的方式的角度来处理同样的争议——即使这意味着自己做那些无聊的工作。

P6 This difference in handling conflict could be the deciding factor on who gets promoted to a leadership position and who does not. Leaders have to be able to delegate and manage resources wisely – including staff expertise. Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

这种处理冲突方式的差异可能成为决定谁晋升到领导职位、谁不能晋升的决定性因素。领导者必须能够明智地委派任务和管理资源——包括员工的专业知识。承担更多工作量可能不会让你获得晋升。相反,这可能会突显你无法有效委派任务。

题目与逐题解析

51. What does the author say is the problem with women?

- A) They are often unclear about the career goals to reach.
- B) They are usually more committed at home than on the job.
- C) They tend to be over-optimistic about how far they could go.
- D) They tend to push themselves beyond the limits of their ability.

作者认为女性存在什么问题?

- A) 她们往往对要达到的职业目标不够明确。 B) 她们通常在家庭上比在工作上更投入。
- C) 她们往往对自己能走多远过于乐观。 D) 她们往往把自己逼到超出能力极限的程度。

【答案】 D (细节题)

【判型】 题干 What does the author say is the problem with women 是 wh-question, 问作者明说的观点而非推断, 且无 infer/imply/suggest 字眼, 按常规细节定位走。

【拆句】 题干 What does the author say is the problem with women? 由 What 引导的特殊疑问句嵌套: 主句 What does the author say, 宾语从句省略 that, 从句主干为 ___ is the problem with women, what 实际充当从句的主语补足语。结构平铺, 无陷阱。

【定位】 Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

在家庭和工作上都过度劳累、过度承担，并不会让你到达人生想去的地方。它只会拖慢你的脚步，并妨碍你的职业目标。

【选项】 A) 偷换概念

原文只说她们 will not get you where you want to be —— 暗示"知道想去哪里只是去不了"，并未说她们"不清楚目标是什么"，A 项把"达不到目标"偷换成"目标不清"。

B) 无中生有

原文 overworked or over-committed at home and on the job 是"家庭和工作都过度"的并列，不是"家庭比工作更投入"的比较，B 项凭空捏造了 more...than 的程度对比。

C) 无中生有

原文批评的是女性 overworked or over-committed (承担过多)，完全没有讨论她们对自身前景是否过度乐观；C 项用 over-optimistic about how far they could go 顶替 problem，与文意无关。

D) ✓ 正确

overworked or over-committed at home and on the job ↔

push themselves beyond the limits of their ability

will not get you where you want to be in life ↔ **push themselves**

预判"女性把自己逼到极限之外"，D 项 push themselves beyond the limits of their ability 是对 overworked or over-committed 的完美名词化改写，唯一对应。

52. Why do working women of child-bearing age tend to feel drained of energy?

A) They struggle to satisfy the demands of both work and home.

B) They are too devoted to work and unable to relax as a result.

C) They do their best to cooperate with their workmates.

D) They are obliged to take up too many responsibilities.

为什么处于生育年龄的职业女性往往感到精疲力竭？

A) 她们努力满足工作和家庭的双重要求。 B) 她们过于专注于工作,结果无法放松。

C) 她们尽最大努力与同事合作。 D) 她们不得不承担太多责任。

【答案】 A (细节题)

【判型】 题干 Why do working women of child-bearing age tend to feel drained of energy 用 Why 问原因，答案应在文中原因句里直接找到，不需要推断。

【拆句】 题干 Why do working women of child-bearing age tend to feel drained of energy?

主干 Why do working women feel drained of energy; of child-bearing age 是后置介词短语修饰 women; drained of energy 是过去分词作表语，相当于 exhausted。结构平铺，无陷阱。

【定位】 This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home.

考虑到这正是女性生育孩子的年龄段，这并不令人惊讶。这也是许多女性试图在事业与家庭之间寻找平衡的年龄段。

【选项】 A) ✓ 正确

trying to balance careers and home ↔ **satisfy the demands of both work and home**

trying to ↔ **struggle to**

预判"既要顾事业又要顾家庭", A 项 struggle to satisfy the demands of both work and home 把 balance careers and home 完整改写, 唯一精准对应。

B) 以偏概全

原文说她们要 balance careers and home (事业与家庭双线作战), 而不是"过分投入工作以至于无法放松"; B 项把双线压力偷换成单线工作狂。

C) 张冠李戴

原文谈的是家庭和事业的双线疲惫, 并非与同事合作; P4 提到 the desire to be liked by their colleagues 但那是说她们不肯说"no"的原因, 不是 child-bearing age 疲惫的原因。

D) 偷换概念

原文用 trying to balance (主动尝试) 描述女性面对家庭与事业的态度, 并未说她们 obliged to (被迫、有义务) 承担太多责任; 且 too many responsibilities 是抽象总评, 丢掉了原文 careers/home 的具体双线对照。

53. What may hinder the future prospects of career women?

- A) Their unwillingness to say "no".
- B) Their desire to be considered powerful.
- C) An underestimate of their own ability.
- D) A lack of courage to face challenges.

什么可能会阻碍职业女性的未来前景?

- A) 她们不愿意说"不"。 B) 她们渴望被认为是强大的。 C) 对自身能力的低估。
- D) 缺乏面对挑战的勇气。

【答案】 A (细节题)

【判型】 题干 What may hinder the future prospects of career women 是 wh-question 直接问妨碍因素, 文中应有对应的明示句。

【拆句】 题干 What may hinder the future prospects of career women? What 作主语, may hinder 是情态动词 + 动词, 宾语是 the future prospects of career women。情态动词 may 透露答案口吻偏委婉/概率性, 与原文表述风格一致。结构无陷阱。

【定位】 Unfortunately, this inability to say "no" may be hurting women's health as well as their career. 不幸的是, 这种说不出"不"的无能, 可能正在损害女性的健康, 也在损害她们的事业。

【选项】 A) ✓ 正确

this inability to say "no" ↔ **Their unwillingness to say "no".**

may be hurting women's ... career ↔ **hinder the future prospects of career women**

预判"无法/不愿说不", A 项 Their unwillingness to say "no". 把 inability to say no 改写为 unwillingness to say no, 是四个选项里唯一与定位句主语对应的, 唯一选项。

B) 与原文相反

原文 P5 明确说女性 don't want to be viewed as aggressive or disruptive (不想被看作强势/具有破坏性), 即她们恰恰不渴望被认为强势; B 项 desire to be considered powerful 与原文方向完全相反。

C) 无中生有

原文 P1 说她们 will not get you where you want to be in life, 从未提及她们"低估自己的能力"; 问题在过度承担而非自我评价过低, C 项把"做太多"偷换成"觉得自己做不到"。

D) 与原文相反

原文 P3 说女性 Women want to be able to do it all, 是主动揽下所有; P5 说她们对待冲突 may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem, 是主动选最快路径, 并非"没勇气面对挑战"。

54. Men and woman differ in their approach to resolving workplace conflicts in that_____.

- A) women tend to be easily satisfied
- B) men are generally more persuasive
- C) men tend to put their personal interests first
- D) women are much more ready to compromise

男性和女性在解决职场冲突的方法上有所不同, 表现为_____。

- A) 女性往往容易满足 B) 男性通常更有说服力 C) 男性往往把个人利益放在首位 D) 女性更愿意妥协

【答案】 C (细节题)

【判型】 题干 Men and woman differ in their approach to resolving workplace conflicts in that_____ 是待补全陈述句, 问对比差异的具体内容, 可在文中直接找到对比句。

【拆句】 题干 Men and woman differ in their approach to resolving workplace conflicts in that_____ : 主干 Men and women differ; in their approach to resolving... 是介词短语作状语说明在哪方面有差异; in that 是连词短语相当于 because, 引导原因/具体差异说明。注意 their approach to resolving 中 to 是介词非不定式, 后接动名词, 结构无陷阱。

【定位】 Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem—even if that means doing the boring work themselves. 男性更倾向于从"什么对自己最有利"的角度面对争执, 而女性可能从"什么是解决问题最容易、最快"的角度去处理同样的争执——即便那意味着自己揽下乏味的活儿。

【选项】 A) 偷换概念

原文说女性 approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem (求快求易处理冲突), 重点是"图快图省事"而不是"容易满足"; easily satisfied 与 quickly resolve 不是同义。

B) 无中生有

原文只对比了男女处理冲突的"视角"差异(自利 vs 求快), 从未提及任何一方更具说服力 (more persuasive) 的维度。

C) ✓ 正确

Men are more likely to face that dispute from the perspective of what benefits them most ↔

men tend to put their personal interests first

from the perspective of ↔ **put ... first**

预判"男性以自身利益为先", C 项 men tend to put their personal interests first 把 what benefits them most 完整改写为 personal interests first, 是唯一对位选项。

D) 答非所问

题干问 Men and women differ in that __, 空格需要填"差异的具体表现"。D 写 women are more ready to compromise (女性更愿妥协) 虽与文章倾向不矛盾, 但与 Men 的所作所为没构成 in that 之后所需的"对比落脚点"——文章对比的关键差异在 men 的 self-interest, 而非 women 的 compromise; 且原文 doing the boring work themselves 更接近"自我牺牲"而非"妥协", 措辞也不准。

55. What is important to a good leader?

- A) A dominant personality.
- B) The ability to delegate.
- C) The courage to admit failure.
- D) A strong sense of responsibility.

对于一个好的领导者来说,什么是重要的?

- A) 强势的性格。 B) 授权的能力。 C) 承认失败的勇气。 D) 强烈的责任感。

【答案】 B (细节题)

【判型】 题干 What is important to a good leader? 直接问什么对领导者重要, 答案应是文中明说, 无推断成分。

【拆句】 题干 What is important to a good leader? 主系表结构: What 作主语, is important 表评价, to a good leader 是介词短语补足 important 的对象。短句无陷阱。

【定位】 Leaders have to be able to delegate and manage resources wisely – including staff expertise. 领导者必须能够授权下属、明智地管理资源——包括员工的专长。

【选项】 A) **无中生有**

原文 Leaders have to be able to delegate and manage resources wisely 完全没有提到 dominant personality (强势人格) ; 相反, P5 还提到女性想避免被看作 aggressive——"强势"在本文是负面色彩, 与"好领导"无关。

B) **✓ 正确**

Leaders have to be able to delegate ↔ **The ability to delegate.**

Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

↔ **The ability to delegate.**

预判"会授权", B 项 The ability to delegate. 把 delegate 这一动词原词保留并改成名词短语 ability to delegate, 是定位句的精准 nominalization, 唯一选项。

C) **无中生有**

原文谈的是 leaders have to delegate and manage resources (要授权、要管资源), 从未提到 admit failure (承认失败) 这一品质。

D) **与原文相反**

原文 Shouldering more of the workload may not earn you that promotion 明确指出"自己揽下更多工作"(即强烈责任感的具体表现) 反而不会换来晋升; D 项 A strong sense of responsibility 恰好是 P6 否定的对象。

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。

Being overworked or over-committed at home and on the job will not get you where you want to be in life.

第1段, 第2句

本句涵盖了动名词短语作主语、并列结构、谓语、宾语、定语从句、状语等多种成分, 结构丰富。主语部分包含并列和修饰, 容易误判; 定语从句的识别和"where"的作用也是常见易错点。作为成分划分练习句, 覆盖面广, 训练价值较高。

This may not be surprising given that this is the age range when women have children.

第3段，第1句

情态动词 may 表推测、given that 引导原因状语、关系副词 when 引导定语从句修饰时间名词,这些都是四六级和考研阅读中的常见句式。状语从句嵌套定语从句的结构在学术文本和说明文中频繁出现,学习迁移价值高。

It's also the age range when many women are trying to balance careers and home.

第3段，第2句

主系表结构加定语从句是考试中常见的句式，定语从句修饰名词的用法也是高频考点。句子结构具有一定的代表性，掌握后可以应用到类似的句子分析中。

At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don't want to be viewed as aggressive or disruptive at work.

第5段，第1句

本句展示了典型的对比结构（while从句）和因果结构（because从句）组合，是四六级和考研阅读中常见的复合句式。男女行为对比这一主题也是社会科学类文章的高频考点，句式具有较强的代表性和迁移价值。

Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem—even if that means doing the boring work themselves.

第5段，第3句

本句的对比结构（主句 + whereas 从句）和嵌套的名词性从句（what 从句作宾语）是四六级和考研阅读中的高频句式。让步状语从句（even if）也是常考结构。整体句式具有很强的代表性，掌握后可以迁移到大量类似的对比分析类句子中。

They tend to be over-optimistic about how far they could go.

第51题，C

主句 + 宾语从句的结构在考试中高频出现,特别是 be + 形容词 + about + 宾语从句的搭配,以及 how 引导的宾语从句,都是典型句式,掌握后可迁移到大量类似句子

They are obliged to take up too many responsibilities.

第52题, D

"be obliged to do" 是四六级和考研阅读中常见的被动表达句式,用于描述义务或被迫状态,具有较好的代表性和迁移价值,掌握后可应用于同类结构。

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。

tend

B1

v. 倾向于, 往往会

本篇5次 · 真题 137 句

career

B1

n. 职业

本篇5次 · 真题 119 句

conflict

B2

n. 冲突

本篇5次 · 真题 38 句

workplace

B1

n. 工作场所

本篇3次 · 真题 48 句

dispute

B2

n. 争论

本篇3次 · 真题 9 句

exhausted

B1

adj. 精疲力竭的

本篇3次 · 真题 9 句

likely

A2

adj. 很可能的

本篇2次 · 真题 224 句

responsibility

B1

n. 责任

本篇2次 · 真题 55 句

struggle

B1

v. 奋斗

本篇2次 · 真题 54 句

desire

B2

n. 愿望

本篇2次 · 真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次 · 真题 50 句

range B1

n. 范围

本篇2次 · 真题 41 句

handle A2

v. 处理

本篇2次 · 真题 28 句

hinder B2

v. 阻碍, 妨碍

本篇2次 · 真题 19 句

perspective B2

n. 观点

本篇2次 · 真题 15 句

resolve B2

v. 解决 (问题、困难)

本篇2次 · 真题 11 句

inability B2

n. 无能力; 不能

本篇2次 · 真题 8 句

author A2

n. 作者

本篇1次 · 真题 244 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 174 句

benefit B1

n. 好处

本篇1次 · 真题 169 句

lack B1

v. 缺少

本篇1次 · 真题 115 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

challenge B1

n. 挑战

本篇1次 · 真题 80 句

factor B1

n. 因素

本篇1次 · 真题 77 句

balance B1

n. 平衡

本篇1次 · 真题 55 句

resource B1

n. 资源

本篇1次 · 真题 54 句

generally B1

adv. 通常, 一般地

本篇1次 · 真题 53 句

demand B1

v. 坚决要求

本篇1次 · 真题 50 句

colleague B1

n. 同事

本篇1次 · 真题 48 句

easily A2

adv. 容易地

本篇1次 · 真题 47 句

promote B2

v. 促进

本篇1次 · 真题 47 句

limit B1

n. 限度

本篇1次 · 真题 45 句

staff B1

n. 全体员工

本篇1次 · 真题 43 句

failure B1

n. 失败

本篇1次 · 真题 41 句

working A2

adj. 有工作的

本篇1次 · 真题 39 句

differ B1

v. 不同, 有区别

本篇1次 · 真题 30 句

powerful B1

adj. 强大的

本篇1次 · 真题 30 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次 · 真题 28 句

unable A2

adj. 不能的

本篇1次 · 真题 27 句

request B1

n. 请求

本篇1次 · 真题 26 句

admit B1

v. 承认 (事实、错误等)

本篇1次 · 真题 20 句

unfortunately B1

adv. 不幸地

本篇1次 · 真题 20 句

leadership B2

n. 领导地位; 领导权

本篇1次 · 真题 18 句

promotion B2

n. 晋升, 升职

本篇1次 · 真题 18 句

effectively B2

adv. 有效地

本篇1次 · 真题 17 句

strive B2

v. 努力, 奋斗, 力求

本篇1次 · 真题 17 句

prospect B2

n. 可能性

本篇1次 · 真题 16 句

whereas B2

sc. 然而

本篇1次 · 真题 13 句

compromise B2

n. 妥协

本篇1次 · 真题 12 句

highlight B2

n. 最精彩的部分

本篇1次 · 真题 12 句

committed B2

adj. 尽心尽力的

本篇1次 · 真题 10 句

surprising A2

adj. 令人惊讶的

本篇1次 · 真题 10 句

unclear B1

adj. 不清楚的

本篇1次 · 真题 9 句

aggressive B2

adj. 好斗的

本篇1次 · 真题 8 句

cooperate B2

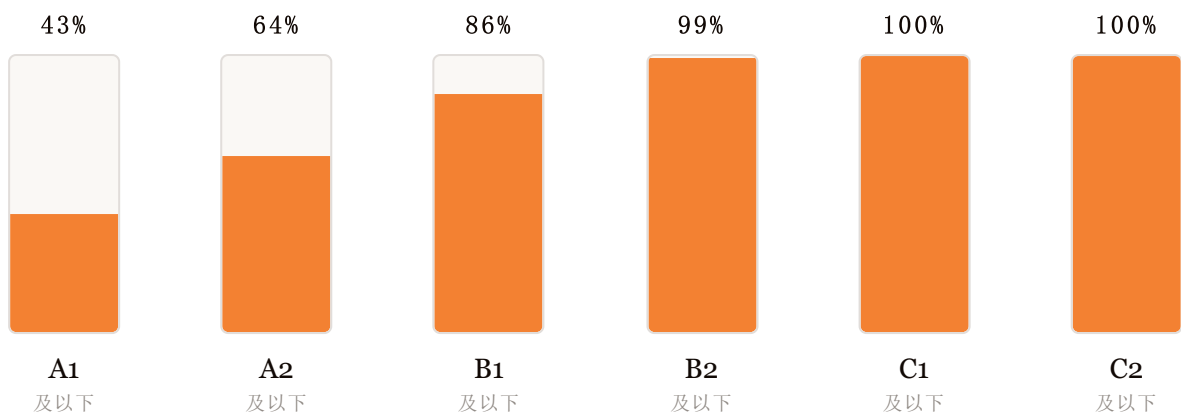
v. 合作

本篇1次 · 真题 8 句

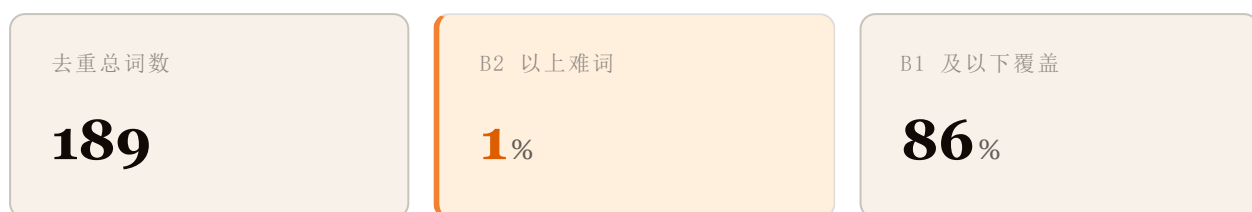
VOCABULARY · 词汇难度分布

全文 189 词按 CEFR 难度累积覆盖

全文去重后共 189 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 1 个 · 约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 189 个 · 末柱为 100%



英语四级 2017年12月·第1套 · 全卷构成

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

2017年12月·第1套英语四级汉译英（段落翻译）·客观介绍泰山的文化名山地位 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2017年12月·第1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1套(2017-12) • 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**.

泰山位于山东省西部。海拔1500余米,方圆约400平方公里。泰山不仅雄伟壮观,而且是一座历史文化名山,过去3000多年一直是人们前往朝拜的地方。据记载,共有72位帝王曾来此游览。许多作家到泰山获取灵感,写诗作文,艺术家也来此绘画。山上因此留下了许许多多的文物古迹。泰山如今已成为中国一处主要的旅游景点。

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。

Mount Tai is located in the western part of Shandong Province. It has an elevation of over 1,500 meters and covers an area of about 400 square kilometers. Moreover, Mount Tai is not only majestic and spectacular but also a mountain of historical and cultural significance. It has been a place of worship for more than 3,000 years. According to historical records, a total of 72 emperors came here to tour. In addition, many writers come to Mount Tai for inspiration to compose poems and essays, and artists also come here to paint. Therefore, a great many cultural relics and historic sites have been left on the mountain. Today, Mount Tai has become a major tourist attraction in China.

【衔接】第 1、2 句用 It 承接 Mount Tai 避免重复

第 2 句的主语承接第 1 句的 Mount Tai，逐句重构里已用 It 承接，避免在相邻两句句首连写两次 Mount Tai 显得啰嗦；这是基础但极常被主体考生忽略的一招。

第 3 句与第 2 句之间补连接副词 Moreover

第 2 句讲泰山的地理体量（位置、海拔、面积），第 3 句转到泰山的文化历史地位（泰山不仅雄伟壮观，而且是一座历史文化名山），是从「物理面貌」到「文化地位」的递进，英文宜在第 3 句句首加 Moreover / In addition 显化递进关系，让段落不再像一句一句蹦。

第 5 句句首补 In addition 衔接第 4 句的「人物来此」线

第 4 句讲帝王 共有72位帝王曾来此游览。第 5 句继续讲作家艺术家 许多作家到泰山获取灵感，写诗作文，艺术家也来此绘画。都是「不同人物来此」的并列展开，第 5 句句首补 In addition / Besides 把「再加上」这层逻辑显化出来。

第 6 句句首的 Therefore 承接因果

第 6 句中文里 因此 已经有明确的因果信号，对应 Therefore 已经在第 6 句句首给出；它把第 4、5 句的「众多人物来此活动」作为原因，与本句的「留下大量文物古迹」作为结果连起来，这是段落里最关键的一处逻辑显化。

第 7 句结尾用 Today 拉出时间对比

整段从「过去 3000 多年的朝拜」「72 位帝王曾游」走到结尾的 泰山如今已成为中国一处主要的旅游景点。结尾句句首用 Today 把「现在」的时间标出来，与前文的「过去」形成时间对比，给整段一个清晰的落点。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】客观介绍泰山的文化名山地位

整段是一篇典型的中国文化景点介绍：先交代地理位置与体量，再讲它的文化历史地位与游客脉络，最后落到「如今已成为主要旅游景点」。属客观陈述类语体，开篇 泰山位于山东省西部。海拔 1500 余米，方圆约 400 平方公里。用「位于/海拔/方圆」给出静态事实，是典型的「介绍某物是什么样子」的口吻，决定全篇用平实陈述句、避免抒情用词。

【时态】一般现在时

全段主体是在介绍泰山「现在是怎样的一座山」——它的位置、体量、地位、当前的旅游身份都是现在仍然成立的事实，如 泰山位于山东省西部。与 泰山如今已成为中国一处主要的旅游景点。所以全篇以一般现在时为基调；只有讲到 过去 3000 多年一直是人们前往朝拜的地方。这类「从过去延续到现在」的事用现在完成时，讲到 据记载，共有 72 位帝王曾来此游览。这类纯过去发生的史实用一般过去时。

【译法】泰山

泰山 是中国五岳之一的专有名词，采用音译加通名的固定译法 Mount Tai，全篇统一使用，不得在不同句子里写成 Taishan / Tai Mountain / the Tai Mount 等多种形态。

山东省

山东省 用约定俗成的拼音译名 Shandong Province，首字母大写，全篇统一。

帝王

帝王 在中国古代语境下指皇帝，统一译为 emperors（复数，因有 72 位），不要译成 kings 或 rulers，以贴合中国帝制语境。

朝拜

朝拜 在泰山语境下兼指宗教朝圣与对名山的礼敬，统一译为 worship 或 pay homage to，全篇取 worship 一种译法以求一致。

文物古迹

文物古迹 是文化介绍类常用四字格，统一译为 cultural relics and historic sites，本篇只用这一种译法，不要在后文又换成 antiques / monuments 等说法。

旅游景点

旅游景点 在四级文化介绍语境下统一译为 tourist attraction（可数，需冠词与单复数到位），不要写成 traveling spot 或 sightseeing place 这类生硬表达。

1. 泰山位于山东省西部。

【主干】主语 Mount Tai + 谓语 is located + 地点状语（主语策略：原句主语）

中文 泰山位于山东省西部。已经有明确主语「泰山」和核心动词「位于」，直接对应英文主谓：主语用统一译名 Mount Tai；谓语「位于」选 is located in（也可用 lies in / is situated in），地点状语 in the western part of Shandong Province 跟在后面。

【降级】单句无需降级，地点信息直接做状语

本句就是「主语 + 位于 + 地点」的简单句，没有多余分句要降级，只需把 山东省西部 译成介词短语 in the western part of Shandong Province 挂在主干后面即可。

【语法】时态

回指全篇基调用一般现在时——「位于哪里」是现在仍然成立的事实，故谓语用 is located，不要写成过去时 was located。

介词搭配

「位于某地」的固定搭配是 be located in（区域内）/ on（边界上），泰山在山东境内，用 in；「西部」是 the western part of Shandong Province 或 western Shandong，注意 the western part of 后面要接 of + 省名。

冠词

western part 前的 the 不能漏——「山东省的西部」是被 of Shandong Province 限定的特指，必须加 the。

【译文】Mount Tai is located in the western part of Shandong Province.

2. 海拔1500余米,方圆约400平方公里。

【主干】 补回主语 It + 谓语 has + 宾语 an elevation... and an area... (主语策略: 补主语)

中文 海拔1500余米, 方圆约400平方公里。是承接上一句、省略主语「泰山」的无主句, 英文必须补主语, 用代词 It 指代 Mount Tai; 核心动词中文没明说, 英文用 have 把「海拔」「方圆」当成「它拥有的两个属性」并列宾语处理: It has an elevation of over 1,500 meters and covers an area of about 400 square kilometers.

【降级】 两个并列属性用 and 连接两个谓语

海拔1500余米 和 方圆约400平方公里 是泰山的两个并列属性, 分别译成 has an elevation of over 1,500 meters 和 covers an area of about 400 square kilometers, 用 and 连接成一个主语下的两个并列谓语, 避免拆成两个独立短句显得啰嗦。

【语法】 时态

回指全篇基调用一般现在时——「海拔多少、方圆多大」是现在的客观属性, 谓语 has 与 covers 都用单数第三人称现在时。

主谓一致

主语 It 是单数第三人称, 两个并列谓语都要加 s: has / covers, 不要写成 have / cover。

数词与单位

「1500 余米」的「余」表示「超过」, 用 over 或 more than: over 1,500 meters; 「约 400 平方公里」的「约」用 about 或 approximately: about 400 square kilometers。注意单位 meters / kilometers 都要用复数 (数字大于 1)。

介词搭配

「海拔××米」的固定搭配是 an elevation of + 高度; 「占地××平方公里」的固定搭配是 cover an area of + 面积, of 后跟数量短语, 不要漏掉 of。

【译文】 It has an elevation of over 1,500 meters and covers an area of about 400 square kilometers.

3. 泰山不仅雄伟壮观,而且是一座历史文化名山,过去3000多年一直是人们前往朝拜的地方。

【主干】 主语 Mount Tai + 「不仅...而且...」结构串两个表语 (主语策略: 原句主语)

中文 泰山不仅雄伟壮观, 而且是一座历史文化名山 主语明确就是「泰山」, 骨架定为 Mount Tai is not only majestic and spectacular but also a mountain of historical and cultural significance; 后半句 过去3000多年一直是人们前往朝拜的地方。共用同一个主语, 但语义独立, 单独译成一句更稳。

【降级】 「不仅...而且...」用 not only...but also... 串两个表语; 「一直是...的地方」用现在完成时单独成句

前半句 不仅雄伟壮观, 而且是一座历史文化名山 用 not only...but also... 把两个表语并列起来: not only majestic and spectacular but also a mountain of historical and cultural significance; 后半句 过去3000多年一直是人们前往朝拜的地方。表达「从过去延续到现在的状态」, 单独成句、用现在完成时 It has been a place of worship for more than 3,000 years.

【语法】时态

前半句讲「现在是一座怎样的山」用一般现在时 is；后半句 过去3000多年一直是... 是「从过去某时延续到现在并仍在持续」，用现在完成时 has been，搭 for + 一段时间。这是本句最易翻车的时态点——主体考生常误写成一般过去时 was。

结构对称

not only 和 but also 后面接的成分要语法对称：本句两边都接表语（一个形容词组 majestic and spectacular、一个名词组 a mountain of historical and cultural significance），结构平衡。

冠词

「一座历史文化名山」是「众多名山中的一座」，用不定冠词 a mountain of...；「过去 3000 多年」用 for more than 3,000 years，for 后面跟时间长度，不加冠词。

介词搭配

「人们前往朝拜的地方」译成 a place of worship 是固定搭配（朝拜之地），不要直译成 a place that people go to worship；「过去 3000 多年」用 for more than 3,000 years 而不是 in the past 3,000 years——和现在完成时搭配的是 for。

【译文】 Mount Tai is not only majestic and spectacular but also a mountain of historical and cultural significance. It has been a place of worship for more than 3,000 years.

4. 据记载,共有72位帝王曾来此游览。

【主干】 用 There be 句型 + 据记载插入语（主语策略：There be）

中文 共有72位帝王曾来此游览。实质是「存在/共有 72 位帝王做过此事」，对应英文最自然的句型就是 There be: There were 72 emperors who came here to tour; 前面 据记载，译成插入语 According to records / It is recorded that 放句首，整句定为 According to records, a total of 72 emperors came here to tour.

【降级】 「据记载」前置作插入语；「来此游览」译为不定式表目的

据记载 译为 According to (historical) records / It is recorded that，放句首作状语；曾来此 是主要动作 came here，游览 是来此的目的，用不定式 to tour（也可 to visit）表目的，挂在主干后。

【语法】时态

本句 曾来此游览 讲的是历史上已发生的纯过去事件，且时间含混（古代某段时间），用一般过去时 came，而不是现在完成时——因为不是「延续到现在」的状态。这是和第 3 句现在完成时的关键区分。

单复数

「72 位帝王」是复数：72 emperors，谓语 came 形式不变（过去式不分单复数），但 emperor 必须加 s。

数字表达

「共有 72 位」用 a total of 72 / as many as 72 强调总数，比直接说 72 emperors 更贴合中文「共有」的语气。

【译文】 According to historical records, a total of 72 emperors came here to tour.

5. 许多作家到泰山获取灵感,写诗作文,艺术家也来此绘画。

【主干】 两个并列分句各有自己的主语: Many writers... and artists... (主语策略: 原句主语)

中文 许多作家到泰山获取灵感, 写诗作文, 艺术家也来此绘画。 实际有两个并列主语: 「许多作家」「艺术家」。骨架定为两个分句: Many writers come to Mount Tai for inspiration to compose poems and essays, and artists also come here to paint. 第一个分句主语 Many writers + 谓语 come; 第二个分句主语 artists + 谓语 come, 用 and 连接成并列句。

【降级】 「来××获取灵感、写诗作文」的连续动作作用「for + 名词 / to + 动词」表目的

第一个分句里 到泰山获取灵感, 写诗作文 是「来泰山 → 为了获取灵感 → 然后写诗作文」的连续动作链。处理方式: 来 = come to Mount Tai 作主干; 获取灵感 = for inspiration 作目的状语; 写诗作文 = to compose poems and essays 用不定式表目的或结果。第二个分句 艺术家也来此绘画。 是同样套路: come here + to paint。

【语法】 时态

回指全篇基调用一般现在时——本句讲的是「(过去到现在乃至将来)许多作家艺术家都会来此」的反复性、习惯性事实, 用一般现在时 come / come, 不要用过去时。

主谓一致

两个主语都是复数 (Many writers / artists), 谓语都是 come (不加 s), 不要写成 comes。

单复数

「诗」「文」「艺术家」「作家」在本句都是泛指多个, 必须用复数: writers, poems, essays, artists; 「灵感」inspiration 在「获取灵感」的语境下不可数, 不加 s。

介词搭配

「为了获取灵感」用 for inspiration (不可数, 不加 a); 「写诗作文」用 compose / write poems and essays; 「来此绘画」用 come here to paint, paint 后无需宾语。

【译文】 Many writers come to Mount Tai for inspiration to compose poems and essays, and artists also come here to paint.

6. 山上因此留下了许许多多的文物古迹。

【主干】 用 have been left 让「文物古迹」做主语 (主语策略: 转被动)

中文 山上因此留下了许许多多的文物古迹。 实质是「文物古迹被留在了山上」, 由动作承受者「文物古迹」作主语最自然, 用被动语态: Therefore, a great many cultural relics and historic sites have been left on the mountain. 也可处理成 There be 句型: Therefore, there are a great many cultural relics and historic sites on the mountain. 两种都通顺, 本句用被动以体现「被留下」的承袭感。

【降级】 「因此」做句间连接副词; 地点状语后置

因此 是承接上一句因果关系的连接副词, 译为 Therefore / As a result, 放句首并用逗号隔开; 山上 是地点状语, 用 on the mountain 放句末, 不要让它去抢主语位置。

【语法】时态

「留下了」表示「从过去开始留下、到现在仍然留存着」，用现在完成时 have been left；如果用 There be 句型则是现在时 there are。两种时态对应两种重心：前者强调「被留下来这件事」，后者强调「现在存在着」。

语态

本句首选被动 have been left，因为「文物古迹」是被动动作的承受者；主动语态 left a great many... 找不到合适的施动主语（中文是无主句）。

单复数

「许许多多的文物古迹」必须用复数：a great many cultural relics and historic sites，每个名词都加 s；a great many 后必须接可数名词复数，是固定搭配。

介词搭配

「山上」用 on the mountain（注意 the，特指泰山）；relics 后跟 of 不必加（cultural relics 本身就是固定搭配）。

【译文】 Therefore, a great many cultural relics and historic sites have been left on the mountain.

7. 泰山如今已成为中国一处主要的旅游景点。

【主干】 主语 Mount Tai + 谓语 has become + 表语 a major tourist attraction（主语策略：原句主语）

中文 泰山如今已成为中国一处主要的旅游景点。 主语明确是「泰山」，核心动词「已成为」对应英文 has become（现在完成时表「已经成为这种状态」）；表语「一处主要的旅游景点」译为 a major tourist attraction，地点状语「中国」译为 in China，骨架定为 Mount Tai has now become a major tourist attraction in China。

【降级】 单句无需降级，「如今」作时间状语，「中国」作地点状语

本句是简单的主谓表结构，无需从句或非谓语降级；如今 译为 now / today 作时间副词放谓语前后；中国 译为 in China 作地点状语放句末。

【语法】时态

「如今已成为」用现在完成时 has become，表示「到现在为止已经达到这一状态」；不要用一般过去时 became（会变成「过去某时变成的」），也不要一般现在时 becomes（不达意）。

冠词

「一处主要的旅游景点」用不定冠词 a major tourist attraction——「一处」对应 a，「中国众多景点之一」也要求用 a 而非 the。

单复数

tourist attraction 在本句是单数（一处），不加 s；如果中文是「多处景点」才用 tourist attractions。

介词搭配

「中国一处主要的旅游景点」处理为 a major tourist attraction in China，地点用 in China 后置，不要硬译成 China's major tourist attraction（语气偏所有格、不够中性）。

【译文】 Today, Mount Tai has become a major tourist attraction in China.

英语四级 2017年12月·第1套 · 全卷构成

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