

四级·真题卷第3套·2018年6月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on *the importance of speaking ability and how to develop it*. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

本部分与 2018年6月第1套 共用, 点此查看

Section B

本部分与 2018年6月第1套 共用, 点此查看

Section C

本部分与 2018年6月第1套 共用, 点此查看

Part III Reading Comprehension (40 minutes)

Section A

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

Neon(霓虹) is to Hong Kong as red phone booths are to London and fog is to San Francisco. When night falls, red and blue and other colors 26 a hazy(雾蒙蒙的) glow over a city lit up by tens of thousands of neon signs. But many of them are going dark, 27 by more practical, but less romantic, LEDs(发光二极管).

Changing building codes, evolving tastes, and the high cost of maintaining those wonderful old signs have businesses embracing LEDs, which are energy 28, but still carry great cost. "To me, neon represents memories of the past," says photographer Sharon Blance, whose series Hong Kong Neon celebrates the city's famous signs. "Looking at the signs now I get a feeling of amazement, mixed with sadness."

Building a neon sign is an art practiced by 29 trained on the job to mold glass tubes into 30 shapes and letters. They fill these tubes with gases that glow when 31. Neon makes orange, while other gases make yellow or blue. It takes many hours to craft a single sign.

Blance spent a week in Hong Kong and 32 more than 60 signs; 22 of them appear in the series that capture the signs lighting up lonely streets—an 33 that makes it easy to admire their colors and craftsmanship. "I love the beautiful, handcrafted, old-fashioned 34 of neon," says Blance. The signs do nothing more than 35 a restaurant, theater, or other business, but do so in the most striking way possible.

- | | |
|----------------|------------------|
| A) alternative | I) photographed |
| B) approach | J) professionals |
| C) cast | K) quality |
| D) challenging | L) replaced |
| E) decorative | M) stimulate |
| F) efficient | N) symbolizes |
| G) electrified | O) volunteers |
| H) identify | |

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**.

New Jersey School District Eases Pressure on Students, Baring an Ethnic Divide

- A) This fall, David Aderhold, the chief of a high-achieving school district near Princeton, New Jersey, sent parents an alarming 16-page letter. The school district, he said, was facing a crisis. Its students were overburdened and stressed out, having to cope with too much work and too many demands. In the previous school year, 120 middle and high school students were recommended for mental health assessments and 40 were hospitalized. And on a survey administered by the district, students wrote things like, "I hate going to school," and "Coming out of 12 years in this district, I have learned one thing: that a grade, a percentage or even a point is to be valued over anything else."
- B) With his letter, Aderhold inserted West Windsor-Plainsboro Regional School District into a national discussion about the intense focus on achievement at elite schools, and whether it has gone too far. At follow-up meetings, he urged parents to join him in advocating a "whole child" approach to schooling that respects "social-emotional development" and "deep and meaningful learning" over academics alone. The alternative, he suggested, was to face the prospect of becoming another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years.
- C) But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines. On one side are white parents like Catherine Foley, a former president of the Parent-Teacher-Student Association at her daughter's middle school, who has come to see the district's increasingly pressured atmosphere as opposed to learning. "My son was in fourth grade and told me, 'I'm not going to amount to anything because I have nothing to put on my resume,'" she said. On the other side are parents like Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education. "What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future," Jia said.
- D) About 10 minutes from Princeton and an hour and a half from New York City, West Windsor and Plainsboro have become popular bedroom communities for technology entrepreneurs, researchers and engineers, drawn in large part by the public schools. From the last three graduating classes, 16 seniors were admitted to MIT. It produces Science Olympiad winners, classically trained musicians and students with perfect SAT scores.

- E) The district has become increasingly popular with immigrant families from China, India and Korea. This year, 65 percent of its students are Asian-American, compared with 44 percent in 2007. Many of them are the first in their families born in the United States. They have had a growing influence on the district. Asian-American parents are enthusiastic supporters of the competitive instrumental music program. They have been huge supporters of the district's advanced mathematics program, which once began in the fourth grade but will now start in the sixth. The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's reforms.
- F) Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit, allowing them to maximize the number of honors and Advanced Placement classes they can take, another practice that Aderhold is limiting this school year. With many Asian-American children attending supplementary instructional programs, there is a perception among some white families that the elementary school curriculum is being sped up to accommodate them.
- G) Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years, as the number of Asian families has risen. But the division has become more obvious in recent months as Aderhold has made changes, including no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program.
- H) Jennifer Lee, professor of sociology at the University of California, Irvine, and an author of the Asian American Achievement Paradox, says misunderstandings between first-generation Asian-American parents and those who have been in this country longer are common. What white middle-class parents do not always understand, she said, is how much pressure recent immigrants feel to boost their children into the middle class. "They don't have the same chances to get their children internships(实习职位) or jobs at law firms," Lee said. "So what they believe is that their children must excel and beat their white peers in academic settings so they have the same chances to excel later."
- I) The issue of the stresses felt by students in elite school districts has gained attention in recent years as schools in places like Newton, Massachusetts, and Palo Alto have reported a number of suicides. West Windsor-Plainsboro has not had a teenage suicide in recent years, but Aderhold, who has worked in the district for seven years and been chief for the last three years, said he had seen troubling signs. In a recent art assignment, a middle school student depicted(描绘) an overburdened child who was being scolded for earning an A, rather than an A+, on a math exam. In the image, the mother scolds the student with the words, "Shame on you!" Further, he said, the New Jersey Education Department has flagged at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts.
- J) The survey commissioned by the district found that 68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time." "We need to bring back some balance," Aderhold said. "You don't want to wait until it's too late to do something."
- K) Not all public opinion has fallen along racial lines. Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader, believes the competition within the district has gotten out of control. Sue, who was born in the United States to immigrant parents, wants her peers to dial it back. "It's become an arms race, an educational arms race," she said. "We all want our kids to achieve and be successful. The question is, at what cost?"

36. Aderhold is limiting the extra classes that students are allowed to take off campus.

37. White and Asian-American parents responded differently to Aderhold's appeal.

38. Suicidal thoughts have appeared in some students' writings.
39. Aderhold's reform of the advanced mathematics program will affect Asian-American students most.
40. Aderhold appealed for parents' support in promoting an all-round development of children, instead of focusing only on their academic performance.
41. One Chinese-American parent thinks the competition in the district has gone too far.
42. Immigrant parents believe that academic excellence will allow their children equal chances to succeed in the future.
43. Many businessmen and professionals have moved to West Windsor and Plainsboro because of the public schools there.
44. A number of students in Aderhold's school district were found to have stress-induced mental health problems.
45. The tension between Asian-American and white families has increased in recent years.

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 and 50 are based on the following passage.

For thousands of years, people have known that the best way to understand a concept is to explain it to someone else. "While we teach, we learn," said Roman philosopher Seneca. Now scientists are bringing this ancient wisdom up-to-date. They're documenting why teaching is such a fruitful way to learn, and designing innovative ways for young people to engage in instruction.

Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively. Student teachers score higher on tests than pupils who're learning only for their own sake. But how can children, still learning themselves, teach others? One answer: They can tutor younger kids. Some studies have found that first-born children are more intelligent than their later-born siblings(兄弟姐妹). This suggests their higher IQs result from the time they spend teaching their siblings. Now educators are experimenting with ways to apply this model to academic subjects. They engage college undergraduates to teach computer science to high school students, who in turn instruct middle school students on the topic.

But the most cutting-edge tool under development is the "teachable agent"—a computerized character who learns, tries, makes mistakes and asks questions just like a real-world pupil. Computer scientists have created an animated(动画的) figure called Betty's Brain, who has been "taught" about environmental science by hundreds of middle school students. Student teachers are motivated to help Betty master certain materials. While preparing to teach, they organize their knowledge and improve their own understanding. And as they explain the information to it, they identify problems in their own thinking.

Feedback from the teachable agents further enhances the tutors' learning. The agents' questions compel student tutors to think and explain the materials in different ways, and watching the agent solve problems allows them to see their knowledge put into action.

Above all, it's the emotions one experiences in teaching that facilitate learning. Student tutors feel upset when their teachable agents fail, but happy when these virtual pupils succeed as they derive pride and satisfaction from someone else's accomplishment.

46. What are researchers rediscovering through their studies?

- A) Seneca's thinking is still applicable today.
- B) Better learners will become better teachers.
- C) Human intelligence tends to grow with age.
- D) Philosophical thinking improves instruction.

47. What do we learn about Betty's Brain?

- A) It is a character in a popular animation.
- B) It is a teaching tool under development.
- C) It is a cutting-edge app in digital games.
- D) It is a tutor for computer science students.

48. How does teaching others benefit student tutors?

- A) It makes them aware of what they are strong at.
- B) It motivates them to try novel ways of teaching.
- C) It helps them learn their academic subjects better.
- D) It enables them to better understand their teachers.

49. What do students do to teach their teachable agents?

- A) They motivate them to think independently.
- B) They ask them to design their own questions.
- C) They encourage them to give prompt feedback.
- D) They use various ways to explain the materials.

50. What is the key factor that eases student tutors' learning?

- A) Their sense of responsibility.
- B) Their emotional involvement.
- C) The learning strategy acquired.
- D) The teaching experience gained.

Passage Two

Questions 51 to 55 are based on the following passage.

A new batch of young women—members of the so-called Millennial(千禧的) generation—has been entering the workforce for the past decade. At the starting line of their careers, they are better educated than their mothers and grandmothers had been—or than their young male counterparts are now. But when they look ahead, they see roadblocks to their success. They believe that women are paid less than men for doing the same job. They think it's easier for men to get top executive jobs than it is for them. And they assume that if and when they have children, it will be even harder for them to advance in their careers.

While the public sees greater workplace equality between men and women now than it did 20-30 years ago, most believe more change is needed. Among Millennial women, 75% say this country needs to continue making

changes to achieve gender equality in the workplace, compared with 57% of Millennial men. Even so, relatively few young women (15%) say they have been discriminated against at work because of their gender.

As Millennial women come of age they share many of the same views and values about work as their male counterparts. They want jobs that provide security and flexibility, and they place relatively little importance on high pay. At the same time, however, young working women are less likely than men to aim at top management jobs: 34% say they're not interested in becoming a boss or top manager; only 24% of young men say the same. The gender gap on this question is even wider among working adults in their 30s and 40s, when many women face the trade-offs that go with work and motherhood.

These findings are based on a new Pew Research Center survey of 2,002 adults, including 810 Millennials (ages 18-32), conducted Oct. 7-27, 2013. The survey finds that, in spite of the dramatic gains women have made in educational attainment and labor force participation in recent decades, young women view this as a man's world—just as middle-aged and older women do.

51. What do we learn from the first paragraph about Millennial women starting their careers?

- A) They can get ahead only by striving harder.
- B) They expect to succeed just like Millennial men.
- C) They are generally quite optimistic about their future.
- D) They are better educated than their male counterparts.

52. How do most Millennial women feel about their treatment in the workplace?

- A) They are the target of discrimination.
- B) They find it satisfactory on the whole.
- C) They think it needs further improving.
- D) They find their complaints ignored.

53. What do Millennial women value most when coming of age?

- A) A sense of accomplishment.
- B) Job stability and flexibility.
- C) Rewards and promotions.
- D) Joy derived from work.

54. What are women in their 30s and 40s concerned about?

- A) The welfare of their children.
- B) The narrowing of the gender gap.
- C) The fulfillment of their dreams in life.
- D) The balance between work and family.

55. What conclusion can be drawn about Millennial women from the 2013 survey?

- A) They still view this world as one dominated by males.
- B) They account for half the workforce in the job market.
- C) They see the world differently from older generations.
- D) They do better in work than their male counterparts.

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**.*

近年来，中国有越来越多的城市开始建设地铁。发展地铁有助于减少城市的交通拥堵和空气污染。地铁具有安全、快捷和舒适的优点。越来越多的人选择地铁作为每天上班或上学的主要交通工具。如今，在中国乘坐地铁正变得越来越方便。在有些城市里，乘客只需用卡或手机就可以乘坐地铁。许多当地老年市民还可以免费乘坐地铁。

2018年6月·第3套英语四级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2018年6月·第3套 英语四级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第3套(2018-06) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write a short essay on *the importance of speaking ability and how to develop it*. You should write at least 120 words but no more than 180 words.

【参考范文·133 词】 写作无唯一标准答案，以下为达标示范

The ability to speak clearly and confidently is one of the most valuable skills a person can possess, and developing it deserves our serious attention.

Good speaking ability matters for several reasons. In a job interview, for instance, the candidate who expresses ideas fluently often wins the offer, while a nervous, silent applicant is easily overlooked. In class, students who dare to speak up gain more chances to show their talent. As for how to develop it, the key is constant practice. We can join an English corner and talk with others every week. What is more, imitating native speakers by reading news aloud helps improve our pronunciation and rhythm.

In short, speaking ability opens doors to success, and only through daily practice and the courage to open our mouths can we truly master it.

【参考译文】

清楚而自信地说话，是一个人所能拥有的最有价值的技能之一，而培养这种能力值得我们认真对待。

良好的口语能力之所以重要，有几个原因。比如在求职面试中，能流利表达想法的应聘者往往拿到录用通知，而紧张、说不出话的人则很容易被忽略。在课堂上，敢于开口发言的学生能获得更多展示才华的机会。至于如何培养它，关键在于持续练习。我们可以参加英语角，每周和别人交流。此外，模仿母语者、大声朗读新闻，有助于改善我们的发音和语流节奏。

总之，口语能力为成功打开大门，唯有靠日常练习和敢于开口的勇气，我们才能真正掌握它。

【第 1 段】一句定性一句表态。首段用"The ability to speak clearly and confidently is one of the most valuable skills"一句定性亮观点，再用"developing it deserves our serious attention"半句表

态，落实了“首段点题亮立场”，两个任务点开头即到位。

【第2段】先例证后转方法。本段先用“for several reasons”立观点句，再以“In a job interview, for instance”和课堂发言两个场景坐实重要性；随后用“As for how to develop it”明显转向，配“What is more”递进给出两条方法，完整兑现“理由加例子再给方法”、覆盖两个任务点。

【第3段】重申加倒装升华。尾段以“In short”收束，把立场换说法重申为“speaking ability opens doors to success”，再用“only through... can we truly master it”的部分倒装拔高，落实“尾段回扣升华”、首尾呼应。

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

写短文谈口语能力的重要性并给出培养方法

任务动词是 write，宾语是 a short essay on the importance of speaking ability and how to develop it。它其实藏着两个并列任务点：一是论证口语能力“为什么重要”，二是回答“怎么培养”它，二者缺一不可——只写一半就直接判为要点不全、内容分大扣。

读者 • 语域

面向阅卷人的正式议论文

要求写的是 a short essay（议论短文），没有具体收信人，也就不需要称呼语、结尾问候语或署名；写作身份是一名参加四级考试的学生，面向阅卷老师，用正式书面语，避免 gonna、wanna 这类口语缩略和网络用语即可。

中心立意

口语能力至关重要且可靠练习培养

全篇立场一句话钉死：口语能力是当今社会一项极有价值的技能，而它完全可以通过持续的、有针对性的练习培养出来。这一句同时罩住 the importance of speaking ability and how to develop it 两个任务点，开头点出、结尾重申。

要展开的要点

1. 重要性·求职场景

在求职面试中，能流利清楚表达想法的人往往拿到 offer，而紧张说不出话的应聘者容易被忽略——用一个具体场景把“重要”落到实处。

2. 重要性·学业场景

在课堂上，敢开口发言、做展示的学生能获得更多展示才华、被老师认可的机会，说明口语能力直接影响学业表现。

3. 方法·坚持开口练习

培养的关键是持续练习：定期参加英语角，每周主动和别人用英语交流，把开口变成习惯。

4. 方法·模仿跟读朗读

模仿母语者、大声朗读新闻等材料，改善发音和语流节奏，让开口练习有可依托的范本。

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 + 亮立场

开门见山指出口语能力是极有价值的技能、值得认真对待，一句话罩住 the importance of speaking ability and how to develop it 两个任务点，定下全篇立场。

第 2 段 论证重要性 + 给方法

先用求职、课堂两个场景 + 例子论证“为何重要”，再转入“如何培养”，给出坚持开口练习、模仿跟读两条可操作方法，是全篇的论证主体。

第 3 段 总结 + 升华

简短重申口语能力通向成功、唯有日常练习和敢于开口才能真正掌握，收束全文、呼应开头立场。

第 1 段 口语能力极有价值且值得培养

落点：清楚自信地说话是一个人最有价值的技能之一，而培养这项能力值得我们认真对待——一句话同时点出 the importance of speaking ability and how to develop it 里"重要性"与"培养"两个方向。

定性亮观点 · The ability to ____ is one of the most valuable skills a person can possess.
(把 ____ 换成本题的"清楚自信地说话")

补一句表态 · ..., and ____ deserves our serious attention. (____ 填"培养它 developing it", 一句话把第二个任务点也带出来)

第 2 段 面试课堂例证重要性 + 两条培养法

落点：重要性用求职面试（能流利表达者拿 offer、说不出话者被忽略）和课堂发言（敢开口者获更多机会）两个场景坐实；方法给"参加英语角每周开口交流"和"模仿母语者、大声朗读新闻"两条，正好回应 how to develop it。

引出理由 · ____ matters for several reasons. (____ 填本题主语"Good speaking ability", 先立观点句再展开)

举例过渡 · In ____, for instance, _____. (前一空填场景如"a job interview", 后一空填该场景里的具体例子)

转入方法 · As for how to ____, the key is _____. (前空填"develop it", 后空填核心方法，明显切换到"怎么做")

递进补一条 · What is more, _____. (再加一条方法或理由，避免只堆一条显得单薄)

第3段 重申通向成功唯有练习与敢开口

落点：口语能力为成功打开大门，唯有日常练习和敢于开口才能真正掌握它——一句话把"重要性"和"培养方法"两条线同时收口，呼应开头立场。

总结起头 · In short, _____. (_____ 填对中心的重新表述，如"口语能力为成功打开大门")

升华强调 · ..., and only through _____ can we _____. (用 only 引起的部分倒装点出"唯有...才能..."，_____ 填方法与目标，收束有力)

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

两任务点齐全且具体

本题达标线是 the importance of speaking ability and how to develop it 两点都写、且都用场景 / 方法坐实；最易失分处是只顾写重要性、忘了给培养方法（或反之），导致要点残缺直接扣内容分。

结构连贯

三段清晰逻辑连词到位

本题达标要点是三段分明、"重要性→方法→总结"逻辑链靠 for instance、As for how to develop it、What is more、In short 串起来；易失分处是通篇一段到底或句子干摆、缺衔接词，读起来像罗列。

语言准确

简单句写对优先于炫技

本题达标不靠难句，靠 the candidate who expresses ideas fluently、only through... can we... 这类结构正确的句子；易失分处是硬凑长难句导致主谓、时态出错，或中式直译搭配（如把"提高口语"写成 improve my mouth）。

字数格式

落在区间且不加书信格式

本题要求 write at least 120 words but no more than 180 words, 且是 a short essay 不是书信; 达标要点是词数落区间、纯议论段落格式; 易失分处是不足或注水超限, 或错误地加了 Dear.../Yours 之类书信元素。

典型低分写法 • 反面示例与改法

只喊重要不举例

反面示例: Speaking ability is very very important. It is important for everyone. We must learn it well because it is so useful. (三句都在空喊"重要", 没有任何场景和方法。) 改成: In a job interview, the candidate who speaks fluently often wins the offer, while a silent one is overlooked. (用求职场景把"重要"坐实。)

方法罗列不展开

反面示例: We can read books, watch movies, listen to songs, recite words, make friends, use apps and travel. (一口气堆七条, 全是名词短语、无一展开。) 改成: We can join an English corner and talk with others every week; what is more, imitating native speakers by reading news aloud improves our pronunciation. (留两条并各自展开。)

逐字直译搭配错

反面示例: I want to improve my mouth English and open my mouth to say English every day. ("练口语""开口说"被逐字直译, 搭配全错。) 改成: I want to improve my spoken English and speak English aloud every day. (换成地道搭配。)

英语四级 2018年6月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2018年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年6月·第3套 英语四级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2018年6月·第3套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第3套(2018-06) · 四级

Part III Section A

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

Neon(霓虹) is to Hong Kong as red phone booths are to London and fog is to San Francisco. When night falls, red and blue and other colors 26 a hazy(雾蒙蒙的) glow over a city lit up by tens of thousands of neon signs. But many of them are going dark, 27 by more practical, but less romantic, LEDs(发光二极管).

霓虹灯之于香港，就像红色电话亭之于伦敦，雾之于旧金山。当夜幕降临时，红色、蓝色和其他颜色在成千上万个霓虹灯招牌照亮的城市上空投下雾蒙蒙的光辉。但它们中的许多正在熄灭，被更实用但不那么浪漫的LED所取代。

Changing building codes, evolving tastes, and the high cost of maintaining those wonderful old signs have businesses embracing LEDs, which are energy 28 , but still carry great cost. "To me, neon represents memories of the past," says photographer Sharon Blance, whose series Hong Kong Neon celebrates the city's famous signs. "Looking at the signs now I get a feeling of amazement, mixed with sadness."

不断变化的建筑规范、不断演变的品味以及维护那些美妙的老招牌的高昂成本，使得商家开始采用LED，LED节能高效，但仍然成本不菲。摄影师Sharon Blance的系列作品《香港霓虹》颂扬了这座城市著名的招牌，她说："对我来说，霓虹灯代表着过去的回忆。现在看着这些招牌，我感到惊叹，同时也夹杂着悲伤。"

Building a neon sign is an art practiced by 29 trained on the job to mold glass tubes into 30 shapes and letters. They fill these tubes with gases that glow when 31 . Neon makes orange, while other gases make yellow or blue. It takes many hours to craft a single sign.

制作霓虹灯招牌是一门由经过在职培训的专业人员实践的艺术，他们将玻璃管塑造成装饰性的形状和字母。他们在这些管子里注入气体，通电后会发光。霓虹气体产生橙色，而其他气体产生黄色或蓝色。制作一个招牌需要花费许多小时。

Blance spent a week in Hong Kong and 32 more than 60 signs; 22 of them appear in the series that capture the signs lighting up lonely streets—an 33 that makes it easy to admire their colors and craftsmanship. "I love the beautiful, handcrafted, old-fashioned 34 of neon," says Blance. The signs do nothing more than 35 a restaurant, theater, or other business, but do so in the most striking way possible.

Blance在香港度过了一周，拍摄了60多个招牌；其中22个出现在系列作品中，捕捉了招牌照亮孤寂街道的画面——这种方式使人们能够轻松欣赏它们的色彩和工艺。Blance说："我喜欢霓虹灯那种美丽、手工制作、老式的品质。"这些招牌所做的不过是标识一家餐厅、剧院或其他商业场所，但却以最引人注目的方式做到了这一点。

- | | |
|----------------|------------------|
| A) alternative | I) photographed |
| B) approach | J) professionals |
| C) cast | K) quality |
| D) challenging | L) replaced |
| E) decorative | M) stimulate |
| F) efficient | N) symbolizes |
| G) electrified | O) volunteers |
| H) identify | |

26. When night falls, red and blue and other colors __(26)__ a hazy(雾蒙蒙的) glow over a city lit up by tens of thousands of neon signs.

【答案】 **C) cast** (动词)

【词性槽】 主语 colors 后缺谓语

【依据】 **cast a glow over 是地道搭配**

cast 表"投射(光/影)", cast a glow over a city 即"把朦胧光晕洒在城市上", 与 a hazy(雾蒙蒙的) glow over a city lit up by tens of thousands of neon signs 的画面完全契合, 搭配也地道。

【竞争词】 H) identify identify 不能与 a glow 搭配

identify 意为"辨认/标识", 主语"颜色"不能"辨认一片光", 语义不通; 况且 identify 要留给第 35 题"招牌标识店铺"的语境。

M) stimulate stimulate 多接抽象对象, 不接 glow

stimulate 是"刺激、激发", 搭配的常是 economy、interest 等抽象名词, 不与"光晕"搭配, 且"颜色刺激光晕"也不合逻辑。

N) symbolizes 三单与复数主语 colors 不一致

symbolizes 是第三人称单数形式, 但主语 red and blue and other colors 是复数, 主谓不一致先被淘汰; 语义上"颜色象征光晕"也不通。

27. But many of them are going dark, __(27)__ by more practical, but less romantic, LEDs(发光二极管).

【答案】 **L) replaced** (动词)

【词性槽】 逗号后过去分词短语, 缺 ed 形式

【依据】 **going dark 即被 LED 替代**

But many of them are going dark 说霓虹"正在熄灭", 紧跟 by LEDs 解释熄灭的原因——是因为被 LED 取代。replaced 正是"取代、替换", 逻辑链严丝合缝。

28. LEDs, which are energy __(28)__, but still carry great cost.

【答案】 **F) efficient** (形容词)

【词性槽】 系表结构后跟形容词

【依据】 **energy efficient 是固定搭配，正面评价 LED**

原文转折结构是 LEDs, which are energy __(28)__, but still carry great cost.——but 之前应是 LED 的优点。energy efficient (节能) 恰是 LED 公认的卖点，与 but 后"成本仍高"形成正反对比，逻辑完美。

【竞争词】 **D) challenging** challenging 与上下文逻辑反向

challenging 是负面色彩，意为"棘手的"。代入后变成"LED 在能耗方面棘手，但成本仍高"——前后不是对比而是同向贬义，违背 but 的转折逻辑；且 energy challenging 也并非英语习惯搭配。

【易错】 最具迷惑性的错误词是 **D)** —— challenging 与 efficient 都是形容词，但褒贬反向。LEDs, which are energy __(28)__, but still carry great cost. 的 but 把前后切成正反两端——前是优点。粗心考生看到"霓虹工艺难、LED 取代"就联想到"棘手"，掉进 challenging 陷阱。防坑：but 先看褒贬、再代搭配，energy efficient 是固定搭配。

29. Building a neon sign is an art practiced by __(29)__ trained on the job to mold glass tubes into __(30)__ shapes and letters.

【答案】 **J) professionals** (名词)

【词性槽】 介词 by 后接动作执行者，缺名词

【依据】 **霓虹工艺由职业工匠制作**

原文紧接着说 It takes many hours to craft a single sign., 一面招牌要花数小时手工弯管——这是一门吃饭的手艺，是"职业匠人"，与 professionals 完全对得上。

【竞争词】 **O) volunteers** 志愿者与"on the job 培训"逻辑相悖

volunteers 指无偿出力的志愿者，与原文 trained on the job (在岗位上受训) 所暗示的"职业培训"不匹配；霓虹招牌还涉及商业制作，志愿者不符合行业现实。

30. to mold glass tubes into __(30)__ shapes and letters.

【答案】 **E) decorative** (形容词)

【词性槽】 形容词修饰名词 shapes and letters

【依据】 霓虹招牌的本质就是装饰

把玻璃管弯成 shapes and letters 是为了做出**装饰性**的招牌图案，与全文反复出现的 love the beautiful, handcrafted, old-fashioned __(34)__ of neon 这种审美定调完全一致——E) decorative 直接命中。

【竞争词】 D) challenging 形容工艺难度而非招牌外观

challenging (有挑战性的) 修饰的是工艺难度，但本句要修饰的是 shapes and letters (形状和字母) ——形状本身不会"具有挑战性"，语义错位。

F) efficient efficient 修饰能耗，不修饰形状

efficient 常与 energy、system 等搭配，描述节能或高效，与 shapes and letters 完全无关；而且 F 还要留给第 28 题描述 LED 的节能 (energy efficient) 。

31. They fill these tubes with gases that glow when __(31)__.

【答案】 **G) electrified** (动词)

【词性槽】 when 引导的省略状语，缺过去分词

【依据】 气体通电才会发光是物理常识

原文紧跟 gases that glow when __(31)__ . Neon makes orange, while other gases make yellow or blue.——这是描述霓虹灯原理：气体被**通电**时发光，G) electrified 准确无误。

32. Blance spent a week in Hong Kong and __(32)__ more than 60 signs

【答案】 **I) photographed** (动词)

【词性槽】 and 并列谓语，要过去式

【依据】 摄影师的本职是拍摄

前文已点明 says photographer Sharon Blance, whose series Hong Kong Neon celebrates the city's famous signs. 她是摄影师；本句说"在香港待了一周并 __ 了 60 多块招牌"，photographed 正是过去式"拍摄"——与身份、宾语、时态全部对上。

33. capture the signs lighting up lonely streets—an __(33)__ that makes it easy to admire their colors and craftsmanship.

【答案】 **B) approach** (名词)

【词性槽】 破折号后冠词 an 引出一个名词

【依据】 **approach 指"拍摄方式/路数"**

approach 取"做法、方式"义，指 Blance 选择"招牌点亮空街"这种构图与取景**手法**，正是这种**手法**让观者更易欣赏色彩与工艺——与定语从句 that makes it easy to admire their colors and craftsmanship 的解释完美呼应。

【竞争词】 **A) alternative alternative 指替代品，不指"手法"**

alternative 意为"替代品/可选方案"，并不指"拍摄手法"；说"一个让人易欣赏色彩的替代品"语义不通。

O) volunteers 复数与冠词 an 冲突

volunteers 是复数名词，无法与单数冠词 an 搭配，语法直接出局。

【易错】 最具迷惑性的错误词是 **A)** —— an 形态正确但语义偏。alternative 也是 a 开头的单数名词，形态匹配 an，很容易让人误填；但定语从句 that makes it easy to admire their colors and craftsmanship 描述的是一种"拍摄方式"，是 approach 而非 alternative。防坑：先行词的真义靠 that 从句反推。

34. I love the beautiful, handcrafted, old-fashioned __(34)__ of neon

【答案】 **K) quality** (名词)

【词性槽】 形容词链后 of 介词短语前，缺名词

【依据】 **quality 表"特质"，承载形容词链**

quality 这里取"特质、调性"义，指霓虹那种"美的、手工的、复古的"独特品质——与三个形容词的指向完全合拍；且呼应 To me, neon represents memories of the past 一整段对霓虹审美与怀旧调性的赞美。

【竞争词】 **A) alternative alternative 指替代品，不是属性**

alternative 指"替代品/可替代方案"，与"我爱霓虹的美丽、手工、复古"这种**属性赞美**对不上；霓虹本身就是被替代的一方，更不可能用 alternative of neon 表达"霓虹的替代品"。

35. The signs do nothing more than __(35)__ a restaurant, theater, or other business

【答案】 **H) identify** 动词

【词性槽】 情态 than 后跟动词原形

【依据】 招牌的本职就是“标识店铺”

招牌的功能是让人辨认出那是哪家“餐馆、剧院或其他营业场所”，identify 正是“标识/指明身份”。后半句 but do so in the most striking way possible 用 do so 复指前面的动作——招牌是在“用最抓眼的方式做标识”，意思一气贯通。

【竞争词】 M) stimulate stimulate a restaurant 搭配不成立

stimulate 接 economy/interest 等抽象名词才自然，“刺激一家餐馆/剧院”不是英语常见用法，更与“招牌的功能”无关。

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) **alternative** 名词 形容词

替代品；可替代的

干扰词 · 未选用

B) **approach** 名词 动词

方式、方法；接近

用于第 33 空

C) **cast** 动词 名词

投射、抛；演员阵容

用于第 26 空

D) **challenging** 形容词

有挑战性的、棘手的

干扰词 · 未选用

E) **decorative** 形容词

装饰性的、带装饰意味的

用于第 30 空

F) **efficient** 形容词

高效的、节能的

用于第 28 空

G) **electrified** 动词 形容词

通电的、被电激的

用于第 31 空

H) **identify** 动词

标识、辨认

用于第 35 空

I) **photographed** 动词 形容词

拍摄；被拍摄的

用于第 32 空

J) **professionals** 名词

专业人士、行家

用于第 29 空

K) **quality** 名词 形容词

品质、特质

用于第 34 空

L) **replaced** 动词 形容词

取代、替换

用于第 27 空

M) **stimulate** 动词

刺激、激发

干扰词 · 未选用

N) **symbolizes** 动词

象征、代表

干扰词 · 未选用

O) **volunteers** 名词 动词

志愿者；自愿

干扰词 · 未选用

全文主旨

香港霓虹招牌的没落与一位摄影师的记录

全文以香港的城市符号——霓虹招牌为话题，开篇即把霓虹与伦敦红色电话亭、旧金山雾并列定调：Neon(霓虹) is to Hong Kong as red phone booths are to London and fog is to San Francisco.; 随后点出霓虹正被 LED 取代的现状，并借摄影师 Sharon Blance 的镜头去缅怀这门工艺。

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。

A) **alternative** 最像第 33 题的替身

alternative 是元音音素 a 起首的单数名词，恰好满足第 33 题 an 的形态要求，词性也吻合，容易让粗心考生一眼盯上；但它的核心义“替代品”与 an __(33)__ that makes it easy to admire their colors and craftsmanship. 这种“手法”语境对不上。识破口诀：先行词的意思看定语从句、不是看冠词。

D) **challenging** 最像第 28 题的诱饵

challenging 是纯形容词、可与系动词 are 接，词性完美匹配第 28 题，且“棘手”与霓虹/LED 工艺的复杂性有似是而非的联想；但它是负面色彩，与转折后“but still carry great cost”的逻辑反向。识破口诀：but 决定褒贬，先看转折再选词。

M) **stimulate** 最像第 35 题的对手

stimulate 是动词原形，能贴合 do nothing more than 后的形态要求，且“刺激消费/带动生意”似乎与店铺招牌有所关联；但 stimulate 的常见宾语是抽象的 economy/interest 等，不直接接“a restaurant”，与原文 identify a restaurant, theater, or other business 招牌“标识店铺”的本义偏差大。识破口诀：宾语决定动词。

N) **symbolizes** 最像第 26 题的伪装

symbolizes 是动词、似乎能说“红蓝色彩象征雾蒙蒙的光晕”，对靠语感蒙题的考生有迷惑性；但它是三单形式，主语 red and blue and other colors 是复数，主谓一致先死一回，且 cast a glow over 是更地道的搭配。识破口诀：主谓一致先卡形态。

O) **volunteers** 最像第 29 题的替身

volunteers 是表人的复数名词，恰好填进 by + 名词 + trained 的结构里语法成立，对只看词性的考生具诱惑性；但 trained on the job to mold glass tubes 暗示“职业培训”，与志愿者无偿语义冲突。识破口诀：分词修饰锁身份，看是不是“职业的”。

SENTENCE INSIGHTS • 句子精讲

3 句真题句逐层精讲

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

"To me, neon represents memories of the past," says photographer Sharon Blance, whose series Hong Kong Neon celebrates the city's famous signs.

第2段，第2句

引语倒装结构和非限制性定语从句都是四六级和考研阅读中的高频句式。whose 引导的定语从句表示所属关系，也是考试必考语法点。本句的结构组合在真题中反复出现，掌握后可直接迁移到大量类似句子的分析中。

It takes many hours to craft a single sign.

第3段，第4句

It takes time to do 是四六级和考研阅读写作中高频句型，结构固定且实用性强，掌握后可直接迁移到大量类似表达（如 It takes effort to achieve、It took years to build 等），代表性很强。

The signs do nothing more than identify a restaurant, theater, or other business, but do so in the most striking way possible.

第4段，第3句

本句覆盖了主语、并列谓语、宾语、方式状语等多种成分，且包含两个值得练习的点：一是 do 作实义动词时的动宾结构 do nothing more than identify，容易与 do so 的助动词用法混淆；二是并列谓语结构中的省略和替代现象（do so 指代前面的动作），这是并列句中的常见考点。这些特征使本句作为成分划分练习具有一定训练价值，但成分种类不算特别丰富（缺少定语从句、宾语补足语等更复杂成分），因此训练价值属于中等偏上。

HIGH-FREQUENCY · 真题高频词

本篇出现的 20 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。

sign A1

n. 标志

本篇9次 · 真题 78 句

series B1

n. 系列

本篇2次 · 真题 31 句

gas

A2

n. 气体

本篇2次 · 真题 28 句

less

A1

det. 较少的

本篇1次 · 真题 224 句

quality

A2

n. 质量

本篇1次 · 真题 100 句

professional

B1

adj. 专业的

本篇1次 · 真题 67 句

identify

B1

v. 识别

本篇1次 · 真题 54 句

approach

B1

v. 靠近, 接近 (在空间或时间上)

本篇1次 · 真题 50 句

replace

A2

v. 替换, 更换 (用新的代替旧的)

本篇1次 · 真题 47 句

maintain

B1

v. 维持

本篇1次 · 真题 44 句

code

B1

n. 代码

本篇1次 · 真题 39 句

represent

B1

v. 代表

本篇1次 · 真题 28 句

capture

B1

v. 捕获

本篇1次 · 真题 26 句

craft

B1

n. 手艺

本篇1次 · 真题 25 句

romantic

B1

adj. 浪漫的

本篇1次 · 真题 19 句

evolve

B2

v. 逐渐发展; 进化

本篇1次 · 真题 17 句

efficient

B2

adj. 效率高的

本篇1次 · 真题 15 句

mix

A2

v. 混合

本篇1次 · 真题 13 句

embrace

B2

v. 拥抱

本篇1次 · 真题 11 句

practical

B1

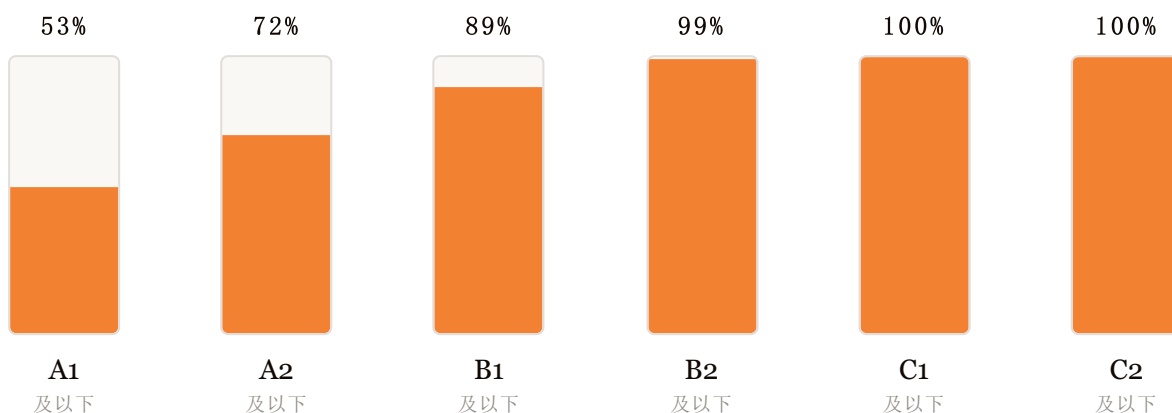
adj. 实际的

本篇1次 · 真题 10 句

VOCABULARY · 词汇难度分布

全文 109 词按 CEFR 难度累积覆盖

带空短文去重后共 **109** 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 109 个 · 末柱为 100%

去重总词数

109

B2 以上难词

1%

B1 及以下覆盖

89%

英语四级 2018年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2018年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年6月·第3套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2018年6月·第3套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 11 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第3套(2018-06)·四级

Part III Section B

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

New Jersey School District Eases Pressure on Students, Baring an Ethnic Divide

A) This fall, David Aderhold, the chief of a high-achieving school district near Princeton, New Jersey, sent parents an alarming 16-page letter. The school district, he said, was facing a crisis. Its students were overburdened and stressed out, having to cope with too much work and too many demands. In the previous school year, 120 middle and high school students were recommended for mental health assessments and 40 were hospitalized. And on a survey administered by the district, students wrote things like, "I hate going to school," and "Coming out of 12 years in this district, I have learned one thing: that a grade, a percentage or even a point is to be valued over anything else."

今年秋天,David Aderhold——新泽西州普林斯顿附近一个成绩优异学区的负责人——给家长们发了一封令人震惊的16页信件。他说,该学区正面临一场危机。学生们负担过重、压力过大,不得不应对过多的作业和过多的要求。在上一学年,120名初中和高中学生被建议进行心理健康评估,40名学生住院治疗。在学区进行的一项调查中,学生们写下了诸如"我讨厌上学"以及"在这个学区度过12年后,我学到了一件事:分数、百分比甚至一个点数都比其他任何东西更有价值"这样的话。

B) With his letter, Aderhold inserted West Windsor-Plainsboro Regional School District into a national discussion about the intense focus on achievement at elite schools, and whether it has gone too far. At follow-up meetings, he urged parents to join him in advocating a "whole child" approach to schooling that respects "social-emotional development" and "deep and meaningful learning" over academics alone. The alternative, he suggested, was to face the prospect of becoming another Palo

Alto, California, where outside stress on teenage students is believed to have contributed to a number of suicides in the last six years.

通过这封信,Aderhold将West Windsor-Plainsboro地区学区带入了一场全国性讨论,即精英学校对成绩的强烈关注是否已经过度。在后续会议上,他敦促家长们与他一起倡导一种"全人"教育方法,这种方法尊重"社会情感发展"和"深刻而有意义的学习",而不仅仅是学业。他暗示,另一种选择就是面临成为另一个加州Palo Alto的前景,在那里,青少年学生承受的过度压力被认为是过去六年中多起自杀事件的诱因。

- C) But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines. On one side are white parents like Catherine Foley, a former president of the Parent-Teacher-Student Association at her daughter's middle school, who has come to see the district's increasingly pressured atmosphere as opposed to learning. "My son was in fourth grade and told me, 'I'm not going to amount to anything because I have nothing to put on my resume,'" she said. On the other side are parents like Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education. "What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future," Jia said.

但Aderhold的信并没有让家庭团结起来,反而揭示了这个拥有9700名学生的学区内部的分歧,这种分歧大致沿着种族界限划分。一方是像Catherine Foley这样的白人家长,她曾担任女儿所在中学家长教师学生协会主席,她逐渐认为学区日益紧张的氛围不利于学习。她说:"我儿子上四年级时告诉我,'我将一事无成,因为我的简历上没有任何东西可写。'"另一方是像Mike Jia这样的家长,他是过去十年搬到该学区的数千名亚裔美国专业人士之一,他说Aderhold的改革相当于"降低"他孩子们的教育水平。Jia说:"这里发生的事情反映了一种全国性的反智主义趋势,这不会为我们的孩子迎接未来做好准备。"

- D) About 10 minutes from Princeton and an hour and a half from New York City, West Windsor and Plainsboro have become popular bedroom communities for technology entrepreneurs, researchers and engineers, drawn in large part by the public schools. From the last three graduating classes, 16 seniors were admitted to MIT. It produces Science Olympiad winners, classically trained musicians and students with perfect SAT scores.

距离普林斯顿约10分钟车程、距离纽约市一个半小时车程的West Windsor和Plainsboro已经成为科技企业家、研究人员和工程师们颇受欢迎的卧室社区,其主要吸引力在于公立学校。在最近三届毕业班中,有16名高年级学生被MIT录取。该学区培养出科学奥林匹克竞赛获奖者、受过古典训练的音乐家以及SAT满分的学生。

- E) The district has become increasingly popular with immigrant families from China, India and Korea. This year, 65 percent of its students are Asian-American, compared with 44 percent in 2007. Many of them are the first in their families born in the United States. They have had a growing influence on the district. Asian-American parents are enthusiastic supporters of the competitive instrumental music program. They have been huge supporters of the district's advanced mathematics program, which once began in the fourth grade but will now start in the sixth. The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's reforms.

该学区在来自中国、印度和韩国的移民家庭中越来越受欢迎。今年,65%的学生是亚裔美国人,而2007年这一比例为44%。他们中的许多人是家族中第一代在美国出生的。他们对学区产生了越来越大的影响。亚裔美国家长热情支持竞争性的器乐课程。他们一直是学区高级数学课程的巨大支持者,该课程曾

经从四年级开始,但现在将从六年级开始。对该课程的改革是Aderhold改革措施之一,参与该课程的学生中90%是亚裔美国人。

- F) Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit, allowing them to maximize the number of honors and Advanced Placement classes they can take, another practice that Aderhold is limiting this school year. With many Asian-American children attending supplementary instructional programs, there is a perception among some white families that the elementary school curriculum is being sped up to accommodate them.

亚裔美国学生一直热衷于参加一项州计划,该计划允许他们在校外上暑期课程以获得高中学分,使他们能够最大限度地增加可以修读的荣誉课程和大学先修课程数量,而这是Aderhold本学年正在限制的另一种做法。由于许多亚裔美国儿童参加补充性辅导课程,一些白人家庭认为小学课程正在加速以适应他们。

- G) Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years, as the number of Asian families has risen. But the division has become more obvious in recent months as Aderhold has made changes, including no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program.

亚裔美国家庭和白人家庭都表示,随着亚裔家庭数量的增加,过去几年两个群体之间的紧张关系稳步增长。但随着Aderhold做出改变,包括无作业之夜、取消高中中期末和期末考试,以及一项使参加音乐课程变得更容易的举措,这种分歧在最近几个月变得更加明显。

- H) Jennifer Lee, professor of sociology at the University of California, Irvine, and an author of the Asian American Achievement Paradox, says misunderstandings between first-generation Asian-American parents and those who have been in this country longer are common. What white middle-class parents do not always understand, she said, is how much pressure recent immigrants feel to boost their children into the middle class. "They don't have the same chances to get their children internships(实习职位) or jobs at law firms," Lee said. "So what they believe is that their children must excel and beat their white peers in academic settings so they have the same chances to excel later."

加州大学尔湾分校社会学教授、《亚裔美国成就悖论》一书的作者Jennifer Lee表示,第一代亚裔美国家长与在美国生活时间较长的家长之间的误解很常见。她说,白人中产阶级家长并不总是理解的是,新移民感受到多大的压力要把他们的孩子推入中产阶级。Lee说:"他们没有同样的机会为孩子获得律师事务所的实习职位或工作。所以他们认为,孩子们必须在学业上表现出色并超越白人同龄人,这样他们以后才有同样的机会取得成功。"

- I) The issue of the stresses felt by students in elite school districts has gained attention in recent years as schools in places like Newton, Massachusetts, and Palo Alto have reported a number of suicides. West Windsor-Plainsboro has not had a teenage suicide in recent years, but Aderhold, who has worked in the district for seven years and been chief for the last three years, said he had seen troubling signs. In a recent art assignment, a middle school student depicted(描绘) an overburdened child who was being scolded for earning an A, rather than an A+, on a math exam. In the image, the mother scolds the student with the words, "Shame on you!" Further, he said, the New Jersey Education Department

has flagged at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts.

近年来,精英学区学生感受到的压力问题引起了关注,因为马萨诸塞州Newton和Palo Alto等地的学校报告了多起自杀事件。West Windsor-Plainsboro近年来没有发生过青少年自杀事件,但在该学区工作了七年、担任负责人三年的Aderhold说,他看到了令人不安的迹象。在最近的一次艺术作业中,一名中学生描绘了一个负担过重的孩子,他因为数学考试得了A而不是A+而受到责骂。在图像中,母亲用"你真丢人!"这样的话责骂学生。此外,他说,新泽西州教育部已经在州英语语言评估中标记了至少两篇表达自杀念头的学生作文。

J) The survey commissioned by the district found that 68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time." "We need to bring back some balance," Aderhold said. "You don't want to wait until it's too late to do something." 学区委托进行的调查发现,68%的高中荣誉课程和大学先修课程学生表示"总是或大部分时间"感到学业压力。Aderhold说:"我们需要恢复一些平衡。你不想等到为时已晚才采取行动。"

K) Not all public opinion has fallen along racial lines. Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader, believes the competition within the district has gotten out of control. Sue, who was born in the United States to immigrant parents, wants her peers to dial it back. "It's become an arms race, an educational arms race," she said. "We all want our kids to achieve and be successful. The question is, at what cost?"

并非所有公众舆论都沿着种族界限划分。Karen Sue是一位五年级学生和八年级学生的华裔美国母亲,她认为学区内的竞争已经失控。在美国出生于移民父母家庭的Sue希望她的同龄人能够放松一些。她说:"这已经变成了一场军备竞赛,一场教育军备竞赛。我们都希望孩子取得成就并获得成功。问题是,代价是什么?"

陈述句与逐句解析

36. Aderhold is limiting the extra classes that students are allowed to take off campus.

Aderhold正在限制学生被允许在校外修读的额外课程。

【答案】 F 段 (强锚点)

【锚点】 强锚点: 校外课 + 限制

【定位】 Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit, allowing them to maximize the number of honors and Advanced Placement classes they can take, another practice that Aderhold is limiting this school year.

亚裔学生踊跃参与一个州里的项目——该项目允许他们到校外上暑期课程并算作高中学分,从而让他们能尽可能多地选修荣誉课和 AP 课;这也是 Aderhold 今年要限制的另一项做法。

【改写】 the extra classes that students are allowed to take off campus ↔

a state program that permits them to take summer classes off campus for high school credit

同义替换 + 上位概括

Aderhold is limiting ↔ another practice that Aderhold is limiting this school year

原文原样复现

【辨邻】 G G 段提到的改革是 no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program, 并未涉及题干的 the extra classes that students are allowed to take off campus, 所以只是话题相邻、不是源头段。

no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program

37. White and Asian-American parents responded differently to Aderhold's appeal.

白人和亚裔美国人家长对Aderhold的呼吁反应不同。

【答案】 C 段（强锚点）

【锚点】 强锚点：白人 vs 亚裔家长 + 反应不同

【定位】 But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines.

但 Aderhold 的信非但没把家庭团结起来，反而暴露了这个有 9700 名学生的学区内部的分裂——而且这种分裂大致沿种族线展开。

【改写】 White and Asian-American parents ↔ white parents like Catherine Foley

原样复现 + 具名代表

responded differently to Aderhold's appeal ↔ Aderhold's letter revealed a divide in the district
概括化改写

【辨邻】 B B 段讲的是 he urged parents to join him in advocating a "whole child" approach to schooling, 只覆盖了“appeal”一头，没有出现白人与亚裔家长各自的反应，所以不是源头段。

he urged parents to join him in advocating a "whole child" approach to schooling

G G 段写的是 the tension between the two groups has grown steadily over the past few years, 与题干 responded differently to Aderhold's appeal 这种“针对单一呼吁的反应”维度不一致。

Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years

38. Suicidal thoughts have appeared in some students' writings.

一些学生的写作中出现了自杀念头。

【答案】 I 段（强锚点）

【锚点】强锚点：自杀念头 + 出现在学生作文里

【定位】Further, he said, the New Jersey Education Department has flagged at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts. 他还说，新泽西州教育厅已经标记出至少两份学生在州英语测评里写的作文，里面表达了自杀念头。

【改写】Suicidal thoughts have appeared ↔ **students expressed suicidal thoughts**

动词替换

students' writings ↔ **two pieces of writing on state English language assessments**

上位概括

【辨邻】**B** B 段写 another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years, 关键词是“Palo Alto”和“已发生的自杀”，与题干 Suicidal thoughts have appeared in some students' writings 中“念头出现在作文里”完全不是一件事。

another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years

39. Aderhold's reform of the advanced mathematics program will affect Asian-American students most.

Aderhold对高级数学课程的改革将对亚裔美国学生影响最大。

【答案】**E** 段（强锚点）

【锚点】强锚点：高级数学项目改革 + 对亚裔影响最大

【定位】They have been huge supporters of the district's advanced mathematics program, which once began in the fourth grade but will now start in the sixth. The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's reforms. 他们（亚裔家长）一直是学区高级数学项目的大力支持者；该项目原本从四年级开始，现在改到六年级开始。这一改革正是 Aderhold 改革的一部分，而该项目里 90% 的参与学生是亚裔。

【改写】Aderhold's reform of the advanced mathematics program ↔

The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's reforms

名词化对应

affect Asian-American students most ↔

90 percent of the participating students are Asian-American

数据推论：高比例 → 影响最大

【辨邻】 F 段讲的是 take summer classes off campus for high school credit, 与题干 the advanced mathematics program 不是同一个项目; 所以即使“对亚裔影响大”这一感觉接近, 也不能选 F。

Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit

40. Aderhold appealed for parents' support in promoting an all-round development of children, instead of focusing only on their academic performance.

Aderhold 呼吁家长支持促进儿童的全面发展, 而不是只关注他们的学业成绩。

【答案】 B 段 (强锚点)

【锚点】 强锚点: 呼吁家长支持 + 全面发展 vs 只重学业

【定位】 At follow-up meetings, he urged parents to join him in advocating a "whole child" approach to schooling that respects "social-emotional development" and "deep and meaningful learning" over academics alone.

在后续会议上, 他敦促家长们和他一起倡导“全人教育”——这种教育尊重“社会-情感发展”和“深度而有意义的学习”, 而非只看学业。

【改写】 Aderhold appealed for parents' support ↔ he urged parents to join him

动词同义替换

an all-round development of children ↔ a "whole child" approach to schooling

短语同义替换

instead of focusing only on their academic performance ↔ over academics alone

对照短语同义替换

【辨邻】 J 段的 Aderhold 原话是 We need to bring back some balance 与 You don't want to wait until it's too late to do something, 并未涉及“全人教育/all-round development”, 所以不是源头段。

We need to bring back some balance

41. One Chinese-American parent thinks the competition in the district has gone too far.

一位华裔美国家长认为该学区的竞争已经过度了。

【答案】 K 段 (强锚点)

【锚点】 强锚点: 华裔家长 + 认为竞争过头

【定位】 Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader, believes the competition within the district has gotten out of control.

Karen Sue 是一位华裔母亲, 有一个五年级和一个八岁的孩子, 她认为学区内的竞争已经失控。

【改写】 One Chinese-American parent ↔

Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader

具名身份直接对应

the competition in the district has gone too far ↔

the competition within the district has gotten out of control

同义替换 + 介词同义

【辨邻】 C 段 Aderhold's reforms would amount to a "dumbing down" of his children's education 的立场是“反对降低标准、要求更高竞争”，与题干 the competition in the district has gone too far 立场完全相反，是经典的“同身份、反立场”陷阱。

Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education

42. Immigrant parents believe that academic excellence will allow their children equal chances to succeed in the future.

移民家长相信学业优异将使他们的孩子在未来获得平等的成功机会。

【答案】 H 段（强锚点）

【锚点】 强锚点：移民家长 + 学业优秀 = 未来同等成功机会

【定位】 So what they believe is that their children must excel and beat their white peers in academic settings so they have the same chances to excel later.

所以他们（移民家长）相信，自己的孩子必须在学业上脱颖而出、压过白人同龄人，将来才能有同等的成功机会。

【改写】 Immigrant parents believe ↔ **what they believe is that**

主语 + 认知动词原样复现

academic excellence ↔

their children must excel and beat their white peers in academic settings

名词化概括

equal chances to succeed in the future ↔ **the same chances to excel later**

同义替换

【辨邻】 C 段 What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future 的焦点是“反智趋势”+“未准备好”，而不是题干 academic excellence will allow their children equal chances to succeed in the future 那条因果链。

What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future

43. Many businessmen and professionals have moved to West Windsor and Plainsboro because of the public schools there.

许多商人和专业人士因为那里的公立学校而搬到了**West Windsor**和**Plainsboro**。

【答案】 **D** 段（强锚点）

【锚点】 强锚点：商人/专业人士搬来 + 因为公立学校

【定位】 About 10 minutes from Princeton and an hour and a half from New York City, West Windsor and Plainsboro have become popular bedroom communities for technology entrepreneurs, researchers and engineers, drawn in large part by the public schools.

西温莎和普兰斯伯勒离普林斯顿约 10 分钟、离纽约市约一个半小时车程，因为公立学校吸引人，已成为科技创业者、研究员与工程师热门的睡城。

【改写】 Many businessmen and professionals ↔ **technology entrepreneurs, researchers and engineers**
上位概括

have moved to West Windsor and Plainsboro ↔

West Windsor and Plainsboro have become popular bedroom communities

句式转换

because of the public schools there ↔ **drawn in large part by the public schools**

原因状语同义替换

【辨邻】 **E** E 段写的是 The district has become increasingly popular with immigrant families from China, India and Korea，焦点在“亚裔家庭增多 + 比例变化”，与题干 businessmen and professionals 的职业身份限定不一致。

The district has become increasingly popular with immigrant families from China, India and Korea

44. A number of students in Aderhold's school district were found to have stress-induced mental health problems.

Aderhold所在学区的一些学生被发现存在压力引发的心理健康问题。

【答案】 **A** 段（强锚点）

【锚点】 强锚点：一批学生 + 因压力导致的心理问题

【定位】 In the previous school year, 120 middle and high school students were recommended for mental health assessments and 40 were hospitalized.

上一个学年，有 120 名中学生被建议做心理健康评估，其中 40 人住院。

【改写】 A number of students in Aderhold's school district ↔

120 middle and high school students were recommended for mental health assessments and 40 were hospitalized

模糊量词概括具体数字

were found to have stress-induced mental health problems ↔

overburdened and stressed out, having to cope with too much work and too many demands

因果短语对齐

【辨邻】 J J 段写 68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time" 是“自感压力大”，与题干 were found to have stress-induced mental health problems 中“被诊断/发现存在心理健康问题”的程度不同，不能选。

68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time"

I I 段提到的 a middle school student 是一名学生的美术作业、at least two pieces of writing 是州测评里两份作文，都属于个案/极少数，与题干 A number of students 群体规模不匹配。

at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts

45. The tension between Asian-American and white families has increased in recent years.

近年来亚裔美国家庭和白人家庭之间的紧张关系有所加剧。

【答案】 G 段（强锚点）

【锚点】 强锚点：亚裔与白人家庭之间紧张关系 + 近年加剧

【定位】 Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years, as the number of Asian families has risen.

亚裔和白人家庭都说，过去几年随着亚裔家庭数量增加，两群体之间的紧张关系稳步加剧。

【改写】 The tension between Asian-American and white families ↔ **the tension between the two groups**
代词回指 + 原样复现

has increased in recent years ↔ **has grown steadily over the past few years**

动词同义 + 时间状语同义

【辨邻】 C C 段写的是 Aderhold's letter revealed a divide in the district——以“一封信”为时间锚点的当下事件，与题干 in recent years 这种多年长时段不一致。

Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines

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 新泽西某高水准学区校长 Aderhold 给家长写了一封 16 页的告急信，指出学区学生压力过大，过去一年有 120 名中学生被建议做心理评估、40 人住院；学生在调查中写下厌学与“唯分数论”的话。

信息指纹 数字硬指纹：16 页信、120 人评估、40 人住院

- B Aderhold 借这封信把本学区推入“精英学校是否太过看重成绩”的全国讨论，呼吁家长支持“全人教育”，重视社会-情感发展与深度学习，而不是只盯学业；并以加州 Palo Alto 多起学生自杀为反面警示。

信息指纹 全人教育呼吁 + Palo Alto 自杀警示

- C 这封信非但没团结家长，反而暴露了学区内部沿种族线的分裂：白人家长（如 Catherine Foley）担心压力扼杀学习；以华裔工程师 Mike Jia 为代表的亚裔家长则认为改革是“降低难度”，是反智倾向。

信息指纹 两位具名家长直接对峙：Catherine Foley vs Mike Jia

- D West Windsor 与 Plainsboro 因公立学校好，成为科技创业者、研究员与工程师热门的睡城；学区出过 MIT 录取生、奥赛获奖者、古典音乐生与 SAT 满分学生。

信息指纹 睡城定位 + MIT 录取数字 + SAT 满分

- E 学区在华裔、印度裔、韩裔移民家庭中越来越受欢迎；亚裔学生比例从 2007 年的 44% 涨到现在 65%。他们大力支持学校的乐器项目与高级数学项目；该高级数学项目原本四年级开始，现被 Aderhold 改为六年级开始。

信息指纹 数字 65% vs 44% + 数学项目从四年级改到六年级

- F 亚裔学生踊跃参加州内的暑期校外修学分项目，借此选到尽量多的荣誉课和 AP 课；Aderhold 今年也限制了这种做法。一些白人家庭则觉得小学课程为迁就这群课外大量补习的孩子而被加速。

信息指纹 限制校外暑期修学分 + 加速小学课程的感觉

G 两边都承认近几年随亚裔家庭增多，两群体的紧张关系逐步加剧；最近几个月由于 Aderhold 推行“无作业之夜”“取消高中期中期末考”“降低音乐项目门槛”等改革，分歧更加显眼。

信息指纹 群体紧张加剧 + 无作业之夜 / 取消期中期末 / 音乐改革三件套

H 加州大学欧文分校社会学家 Jennifer Lee 解释：第一代亚裔移民家长与已扎根美国的家长之间常有误解；亚裔家长缺乏帮孩子拿到律所实习/工作的关系网，所以认为孩子必须在学业上压过白人同龄人，才能在未来获得同等的出头机会。

信息指纹 学者 Jennifer Lee + 实习/律所关系网 + “学业上压过白人同龄人”

I 精英学区学生压力问题近年因 Newton、Palo Alto 等地学生自杀而受关注。本学区近年虽无自杀事件，但 Aderhold 看到不少信号：中学生美术作业里画妈妈因数学得 A 而非 A+ 训斥孩子，州英语测评里至少两份学生作文流露出自杀念头。

信息指纹 A 与 A+ 的美术作业 + 州英语测评里两份含自杀念头的作文

J 学区自己出钱做的调查显示，68% 的高中荣誉生与 AP 生反映“总是或大多数时间”对学习感到有压力。Aderhold 说要把平衡找回来，别等到出事才行动。

信息指纹 数字 68% 调查 + “找回平衡”原话

K 不是所有公众意见都沿种族站队。华裔母亲 Karen Sue（在美国出生、父母为移民）有两个孩子在读，她也认为竞争已失控，希望同侪降一降温——她称之为“军备竞赛”。

信息指纹 “教育军备竞赛”原话 + 华裔母亲 Karen Sue

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。

The alternative, he suggested, was to face the prospect of becoming another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years.

B段，第3句

句中包含的结构非常典型：插入语、主系表 + 不定式作表语、非限定性定语从句、被动语态 + 不定式补足语，都是四六级和考研阅读中的常见句式。掌握本句结构后可迁移到大量类似真题句子，代表性强。

But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines.

C段，第1句

这是四六级和考研阅读中的高频句式：主句 + 定语从句修饰，宾语带并列和嵌套修饰成分，非限制性定语从句补充信息。句首介词短语作状语表达对比或转折（instead of）也是常考结构。定语从句的限制性与非限制性区分、并列结构中的指代（one 指代前面的 divide）、动词短语（break down）都是考试常见考点。掌握此句的分析方法可以迁移到大量真题长难句。

On one side are white parents like Catherine Foley, a former president of the Parent-Teacher-Student Association at her daughter's middle school, who has come to see the district's increasingly pressured atmosphere as opposed to learning.

C段，第2句

本句覆盖了倒装结构、同位语、非限制性定语从句、介词短语作定语和状语、不定式短语、对比结构等多种成分，且存在易错点：倒装导致主谓位置颠倒、关系代词 "who" 在从句中充当主语、"as opposed to" 短语的归属判断等，作为成分划分练习句具有较高训练价值

"My son was in fourth grade and told me, 'I'm not going to amount to anything because I have nothing to put on my resume,'" she said.

C段，第3句

句子覆盖主语、并列谓语、系表结构、双宾语（tell sb sth）、直接引语作宾语、原因状语从句等多种成分；第一层引语的并列谓语和双宾语结构、第二层引语作宾语、原因从句的识别都是典型练习点。引语嵌套也考查学生对宾语从句和引语结构的区分能力。成分种类丰富，且双宾语和多层引语是易错点，训练价值较高。

On the other side are parents like Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education.

C段，第4句

这句在结构拆解和时态分层上都很有训练价值，难点集中但又属于高频可迁移类型，适合作为重点精练材料。

"You don't want to wait until it's too late to do something."

J段，第3句

“主句加 until 引导的时间状语从句”是非常常见、可迁移的句式。再加上 “want to do” 和 “too ... to do” 都是高频结构，掌握后可直接复用到大量句子。

Not all public opinion has fallen along racial lines.

K段，第1句

简单句结构是四六级和考研阅读中的常见基本句式，部分否定 “not all” 也是考点之一，但整体句式较为基础、无复杂从句或特殊结构，代表性和迁移价值处于中等水平。

HIGH-FREQUENCY • 真题高频词

本篇出现的 100 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。

district

B1

n. 地区

本篇18次 · 真题 38 句

immigrant

B2

n. 移民（从外国移入的人）

本篇4次 · 真题 33 句

advanced

B2

adj. 先进的

本篇4次 · 真题 18 句

academic

B2

adj. 学术的

本篇3次 · 真题 69 句

reform B2

v. 改革

本篇3次·真题 11 句

learning A1

n. 学习

本篇2次·真题 120 句

focus B1

n. 重点

本篇2次·真题 107 句

stress B1

n. 压力

本篇2次·真题 102 句

amount A2

n. 数量

本篇2次·真题 87 句

mental B1

adj. 精神的

本篇2次·真题 86 句

professional B1

adj. 专业的

本篇2次·真题 67 句

pressure B1

n. 心理压力

本篇2次·真题 63 句

united B1

adj. 联合的

本篇2次·真题 60 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇2次·真题 53 句

limit B1

n. 限度

本篇2次·真题 45 句

states A1

n. 国家

本篇2次·真题 43 句

writing A2

n. 写作

本篇2次·真题 40 句

achievement B1

n. 成就

本篇2次·真题 33 句

appeal B2

v. 呼吁

本篇2次·真题 31 句

chief B1

n. 首领

本篇2次·真题 29 句

participate B1

v. 参加

本篇2次·真题 25 句

campus B1

n. (大学或学院的) 校园

本篇2次·真题 20 句

peer B2

n. 同龄人

本篇2次·真题 20 句

honor B2

n. 荣誉

本篇2次·真题 18 句

assessment B2

n. 评估

本篇2次·真题 12 句

stressed B1

adj. 焦虑不安的

本篇2次·真题 9 句

supporter B1

n. 支持者

本篇2次·真题 9 句

teenage A2

adj. 十几岁的

本篇2次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 466 句

author A2

n. 作者

本篇1次·真题 244 句

researcher B2

n. 研究人员

本篇1次·真题 239 句

support A2

v. 支持

本篇1次·真题 118 句

participant B2

n. 参与者

本篇1次·真题 117 句

affect B1

v. 影响

本篇1次·真题 113 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 105 句

decade B1

n. 十年

本篇1次·真题 99 句

least A2

det. 最少的

本篇1次·真题 84 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

sign A1

n. 标志

本篇1次·真题 78 句

contribute B1

v. 捐献

本篇1次·真题 74 句

later A1

adv. 以后, later

本篇1次·真题 70 句

department A2

n. 部门

本篇1次·真题 66 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

balance B1

n. 平衡

本篇1次·真题 55 句

image A2

n. 形象, 印象

本篇1次·真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 50 句

demand B1

v. 坚决要求

本篇1次·真题 50 句

extra A2

adj. 额外的

本篇1次·真题 48 句

promote B2

v. 促进

本篇1次·真题 47 句

boost B2

v. 提高

本篇1次·真题 46 句

educational B1

adj. 教育的

本篇1次·真题45句

trend B1

n. 趋势

本篇1次·真题44句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题43句

firm B1

adj. 坚固的

本篇1次·真题43句

reveal B2

v. 揭示

本篇1次·真题43句

further B1

adv. 更远地

本篇1次·真题41句

reflect B1

v. 反映, 显示

本篇1次·真题39句

previous B1

adj. 先前的

本篇1次·真题37句

credit B1

n. 赊购, 赊账

本篇1次·真题36句

respond B1

v. 回答, 答复

本篇1次·真题35句

graduate B1

n. 毕业生

本篇1次·真题34句

recommend B1

v. 推荐

本篇1次·真题34句

crisis B2

n. 危机

本篇1次·真题32句

entrepreneur C1

n. 企业家;创业者

本篇1次·真题31句

assignment B1

n. (学校的) 作业、任务

本篇1次·真题29句

growing A2

adj. 增长的

本篇1次·真题29句

opinion A2

n. 观点

本篇1次·真题 29 句

association B2

n. 协会

本篇1次·真题 28 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 28 句

competitive B2

adj. 竞争的

本篇1次·真题 26 句

curriculum B2

n. 课程

本篇1次·真题 25 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

meaningful B2

adj. 有意义的

本篇1次·真题 24 句

equal A2

adj. 相等的

本篇1次·真题 23 句

cope B2

v. 应对

本篇1次·真题 21 句

admit B1

v. 承认 (事实、错误等)

本篇1次·真题 20 句

advocate B2

v. 拥护

本篇1次·真题 20 句

alternative B2

n. 可供选择的事物

本篇1次·真题 19 句

initiative B2

n. 主动性

本篇1次·真题 19 句

perception C1

n. 看法

本篇1次·真题 19 句

roughly B1

adv. 大约, 大概

本篇1次·真题 19 句

ease B1

n. 容易

本篇1次 · 真题 18 句

setting B1

n. 环境

本篇1次 · 真题 18 句

differently A2

adv. 不同地

本篇1次 · 真题 17 句

division B1

n. 分开

本篇1次 · 真题 16 句

obvious B1

adj. 明显的

本篇1次 · 真题 16 句

prospect B2

n. 可能性

本篇1次 · 真题 16 句

eager B1

adj. 热切的

本篇1次 · 真题 15 句

percentage B1

n. 百分比, 百分率

本篇1次 · 真题 15 句

atmosphere B2

n. 气氛

本篇1次 · 真题 14 句

schooling B2

n. 学校教育

本篇1次 · 真题 14 句

urge B2

v. 敦促

本篇1次 · 真题 14 句

commission B2

n. 佣金

本篇1次 · 真题 10 句

ethnic C1

adj. 种族的

本篇1次 · 真题 10 句

intense B2

adj. 强烈的

本篇1次 · 真题 10 句

maximize B2

v. 使最大化

本篇1次 · 真题 9 句

misunderstanding B2

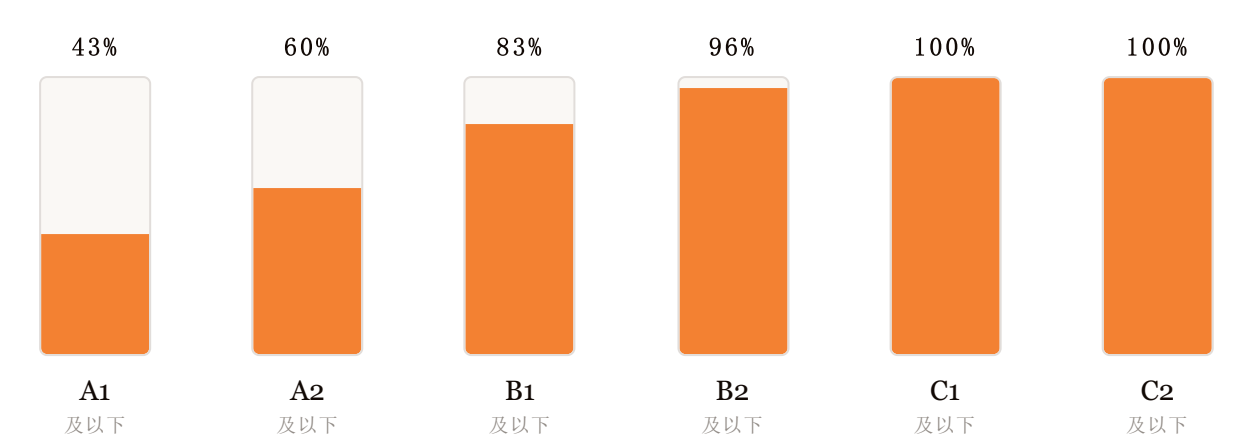
n. 误解

本篇1次 · 真题 9 句

VOCABULARY · 词汇难度分布

全文 347 词按 CEFR 难度累积覆盖

全文去重后共 **347** 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 14 个·约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 347 个·末柱为 100%

去重总词数

347

B2 以上难词

4%

B1 及以下覆盖

83%

英语四级 2018年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2018年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年6月·第3套 英语四级阅读理解（四选一） 第1篇·46-50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2018年6月·第3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2018-06) • 四级

Part III Section C (1)

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

Passage One

Questions 46 and 50 are based on the following passage.

P1 For thousands of years, people have known that the best way to understand a concept is to explain it to someone else. "While we teach, we learn," said Roman philosopher Seneca. Now scientists are bringing this ancient wisdom up-to-date. They're documenting why teaching is such a fruitful way to learn, and designing innovative ways for young people to engage in instruction.

数千年来，人们已经认识到理解一个概念的最佳方式是向他人解释它。古罗马哲学家Seneca曾说：“在教的过程中，我们也在学。”如今科学家们正在赋予这一古老智慧以现代意义。他们正在记录为什么教学是一种如此富有成效的学习方式，并设计创新方法让年轻人参与教学活动。

P2 Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively. Student teachers score higher on tests than pupils who're learning only for their own sake. But how can children, still learning themselves, teach others? One answer: They can tutor younger kids. Some studies have found that first-born children are more intelligent than their later-born siblings(兄弟姐妹). This suggests their higher IQs result from the time they spend teaching their siblings. Now educators are experimenting with ways to apply this model to academic subjects. They engage college undergraduates to teach computer science to high school students, who in turn instruct middle school students on the topic.

研究人员发现，报名辅导他人的学生会更加努力地理解材料，更准确地回忆材料，并更有效地应用材料。充当教师的学生比那些仅为自己学习的学生在测试中得分更高。但是，儿童自己还在学习，他们如何能够教别人呢？一个答案是：他们可以辅导年幼的孩子。一些研究发现，第一个出生的孩子比他们后出生的兄

弟姐妹更聪明。这表明他们较高的智商源于他们花时间教兄弟姐妹。现在教育工作者正在尝试将这一模式应用于学术科目的方法。他们让大学本科生教高中生计算机科学，而高中生反过来向初中生讲授这一主题。

P3 But the most cutting-edge tool under development is the "teachable agent"—a computerized character who learns, tries, makes mistakes and asks questions just like a real-world pupil. Computer scientists have created an animated(动画的) figure called Betty's Brain, who has been "taught" about environmental science by hundreds of middle school students. Student teachers are motivated to help Betty master certain materials. While preparing to teach, they organize their knowledge and improve their own understanding. And as they explain the information to it, they identify problems in their own thinking.

但正在开发的最前沿工具是"可教智能体"——一个像真实世界的学生一样学习、尝试、犯错和提问的计算机化角色。计算机科学家创建了一个名为Betty's Brain的动画角色，数百名初中生已经向她"教授"了环境科学知识。充当教师的学生有动力帮助Betty掌握某些材料。在准备教学时，他们组织自己的知识并提高自己的理解。当他们向它解释信息时，他们发现了自己思维中的问题。

P4 Feedback from the teachable agents further enhances the tutors' learning. The agents' questions compel student tutors to think and explain the materials in different ways, and watching the agent solve problems allows them to see their knowledge put into action.

来自可教智能体的反馈进一步增强了辅导者的学习。智能体提出的问题迫使充当辅导者的学生以不同方式思考和解释材料，观看智能体解决问题使他们能够看到自己的知识付诸实践。

P5 Above all, it's the emotions one experiences in teaching that facilitate learning. Student tutors feel upset when their teachable agents fail, but happy when these virtual pupils succeed as they derive pride and satisfaction from someone else's accomplishment.

最重要的是，一个人在教学中体验到的情感促进了学习。当他们的可教智能体失败时，充当辅导者的学生会感到沮丧，但当这些虚拟学生成功时他们会感到高兴，因为他们从别人的成就中获得自豪感和满足感。

题目与逐题解析

46. What are researchers rediscovering through their studies?

- A) Seneca's thinking is still applicable today.
- B) Better learners will become better teachers.
- C) Human intelligence tends to grow with age.
- D) Philosophical thinking improves instruction.

研究人员通过研究重新发现了什么？

- A) Seneca的思想在今天仍然适用。
- B) 更好的学习者会成为更好的教师。
- C) 人类智力往往随年龄增长。
- D) 哲学思考改善教学。

【答案】 A (细节题)

【判型】 What are researchers rediscovering through their studies? 直接询问研究者通过研究「重新发现」了什么客观事实，答案应是对原文某句话的同义改写。

【拆句】 What are researchers rediscovering through their studies? 是一般疑问句的 what 提问形式，主干为 researchers are rediscovering what, through their studies 是介词短语状语，说明发现的途径。结构平铺直叙，无陷阱。

【定位】 Now scientists are bringing this ancient wisdom up-to-date.

现在，科学家们正把这条古老的智慧重新带到当下。

【选项】 A) ✓ 正确

Now scientists are bringing this ancient wisdom up-to-date. ↔

Seneca's thinking is still applicable today.

Seneca's thinking is still applicable today. 既保留了 Seneca 这一指代源，又点出「现在仍适用」的核心，与预判完全一致。

B) 偷换概念

原文谈的是「教与学相互成就」，并未比较学习者与教师水平的高低；Better learners will become better teachers. 颠倒了文中「教促进学」的方向，且加入了原文没有的「更好的学习者」前置条件。

C) 无中生有

文中第 2 段提到「老大常比弟妹聪明」只是为了解释教学如何提升 IQ，并未谈「人类智力随年龄增长」这一普遍性命题；Human intelligence tends to grow with age. 是从文章细节脑补出的与文意无关的结论。

D) 强加因果

原文是「教学这件事被哲学家先讲、被科学家后证」，并未声称「哲学思考能改进教学」；Philosophical thinking improves instruction. 把「哲学家的一句话」误解成「哲学思考方法」，并强行造出哲学思考与教学改进的因果。

47. What do we learn about Betty's Brain?

- A) It is a character in a popular animation.
- B) It is a teaching tool under development.
- C) It is a cutting-edge app in digital games.
- D) It is a tutor for computer science students.

关于 Betty's Brain 我们了解到什么？

- A) 它是一部流行动画中的角色。
- B) 它是一个正在开发中的教学工具。
- C) 它是数字游戏中的前沿应用程序。
- D) 它是计算机专业学生的导师。

【答案】 B (细节题)

【判型】 What do we learn about Betty's Brain? 询问关于这一具体对象的客观信息，答案应是原文中对它的直接描述的同义改写。

【拆句】 What do we learn about Betty's Brain? 主干是 we learn what about Betty's Brain, about Betty's Brain 是介词短语作 learn 的状语。结构平铺直叙，无陷阱。

【定位】 But the most cutting-edge tool under development is the "teachable agent"—a computerized character who learns, tries, makes mistakes and asks questions just like a real-world pupil. Computer scientists have created an animated figure called Betty's Brain, who has been "taught" about environmental science by hundreds of middle school students.

但目前最前沿的、仍在研发中的工具是「可教学代理」——一个会学习、尝试、犯错、提问，就像现实中学生一样的电脑化角色。计算机科学家创造了一个名为 Betty's Brain 的动画形象，它已被数百名中学生「教过」环境科学。

【选项】 A) 偷换概念

原文只说 an animated figure——一个动画形象，并未说它来自任何「流行动画作品」；It is a character in a popular animation. 把「动画形象」偷换成了「动画作品里的角色」。

B) ✓ 正确

the most cutting-edge tool under development ↔ **It is a teaching tool under development.**

It is a teaching tool under development. 同时锁住「教学工具」和「研发中」两个语义点，与预判一致。

C) 无中生有

原文未涉及 digital games——数字游戏；这一选项是借 cutting-edge 一词的「前沿」语感联想到游戏，与文意无关。

D) 与原文相反

原文是 Betty's Brain 被学生教，而非它去教学生；且原文教的是 environmental science——环境科学，不是 computer science——计算机科学。It is a tutor for computer science students. 同时把教学方向和学科都对调 / 换掉。

48. How does teaching others benefit student tutors?

- A) It makes them aware of what they are strong at.
- B) It motivates them to try novel ways of teaching.
- C) It helps them learn their academic subjects better.
- D) It enables them to better understand their teachers.

教别人如何让学生导师受益？

- A) 它使他们意识到自己擅长什么。
- B) 它激励他们尝试新颖的教学方式。
- C) 它帮助他们更好地学习学术科目。
- D) 它使他们能够更好地理解老师。

【答案】 C (细节题)

【判型】 How does teaching others benefit student tutors? 问的是教学行为给学生导师带来的具体好处，是对文章某处具体陈述的提取，不要求推理。

【拆句】 How does teaching others benefit student tutors? 主语是动名词短语 teaching others，谓语 benefit，宾语 student tutors。考生易把 teaching others 当成动作分开看；其实它是整体作主语的动名词短语，意为「教别人」这件事。

【定位】 Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively.

研究者发现，自愿做家教去教别人的学生，会更努力地去理解知识、更准确地回忆它，并更有效地应用它。

【选项】 A) **无中生有**

原文只说学生更努力地学、记、用，并未说他们因此「意识到自己擅长什么」；It makes them aware of what they are strong at. 是凭空增加的心理结果。

B) **张冠李戴**

原文里「尝试不同方式讲解」是第4段在讲学生导师与 teachable agents 互动时出现的，且强调「被工具促使」，并非这道题问的「教别人带来的好处」；It motivates them to try novel ways of teaching. 把第4段的内容硬挪到第2段的施益范畴里。

C) **✓ 正确**

work harder to understand the material, recall it more accurately and apply it more effectively

↔ **It helps them learn their academic subjects better.**

It helps them learn their academic subjects better. 同时覆盖 understand / recall / apply 三个动词所指的共同收益——「学科内容学得更好」，与预判一致。

D) **偷换概念**

原文谈的是学生导师自己学得更好，并未谈他们「更理解自己的老师」；It enables them to better understand their teachers. 把「理解材料」偷换为「理解老师」，受益方向被悄悄换掉。

49. What do students do to teach their teachable agents?

- A) They motivate them to think independently.
- B) They ask them to design their own questions.
- C) They encourage them to give prompt feedback.
- D) They use various ways to explain the materials.

学生如何教授他们的可教智能体？

- A) 他们激励它们独立思考。 B) 他们要求它们设计自己的问题。 C) 他们鼓励它们给予及时反馈。
- D) 他们使用各种方式解释材料。

【答案】 D (细节题)

【判型】 What do students do to teach their teachable agents? 问学生为了教这个工具所采取的具体行为，答案是原文中对应行为的同义改写。

【拆句】 What do students do to teach their teachable agents? 主干是 students do what, to teach their teachable agents 是不定式短语作目的状语，说明做这些事的目的是。结构平铺直叙，无陷阱。

【定位】 The agents' questions compel student tutors to think and explain the materials in different ways, and watching the agent solve problems allows them to see their knowledge put into action.

代理的提问迫使学生导师以不同的方式去思考与讲解材料，而看代理去解题则让他们看到自己的知识被付诸应用。

【选项】 A) **与原文相反**

原文是代理迫使学生导师思考 (The agents' questions compel student tutors to think)，而非学生导师让代理独立思考；They motivate them to think independently. 把使役关系完全颠倒。

B) **无中生有**

原文只说代理本身会提问 The agents' questions，并未说学生让代理「设计自己的问题」；They ask them to design their own questions. 凭空虚构了一个学生让代理设题的动作。

C) **张冠李戴**

原文中 Feedback from the teachable agents 是代理给学生的反馈，并非学生鼓励代理「给出反馈」；They encourage them to give prompt feedback. 把反馈方向反转，且凭空添加「及时」这一程度修饰。

D) **✓ 正确**

explain the materials in different ways ↔ **They use various ways to explain the materials.**
They use various ways to explain the materials. 直接复用 explain the materials，且把 in different ways 等价改写成 various ways，与预判一致。

50. What is the key factor that eases student tutors' learning?

- A) Their sense of responsibility.
- B) Their emotional involvement.
- C) The learning strategy acquired.
- D) The teaching experience gained.

什么是促进学生导师学习的关键因素？

A) 他们的责任感。 B) 他们的情感投入。 C) 获得的学习策略。 D) 获得的教学经验。

【答案】 B (细节题)

【判型】 What is the key factor that eases student tutors' learning? 问的是文中明确指出的最关键因素，并非要求归纳全文主旨，是细节题。

【拆句】 What is the key factor that eases student tutors' learning? 是 what 引导的特殊疑问句，that eases student tutors' learning 是 that 引导的定语从句修饰 the key factor。考生易把定语从句漏读；这里 that 充当从句主语，意为「使学生导师的学习变容易的」那个关键因素。

【定位】 Above all, it's the emotions one experiences in teaching that facilitate learning.

最重要的是，正是人在教学中体验到的情感本身，促进了学习。

【选项】 A) 无中生有

原文未提到 sense of responsibility——责任感；这一选项是借「教学」话题联想出来的常见教师品质，与文意无关。

B) ✓ 正确

the emotions one experiences in teaching ↔ **Their emotional involvement.**

Their emotional involvement. 把定位句中「教学中体验情感」这一完整过程压缩为「情感投入」这一名词短语，与预判一致。

C) 张冠李戴

原文第3段提到学生在准备教学时 organize their knowledge and improve their own understanding——可视为一种学习策略，但这是第49题地盘里的内容，且原文从未称之为「促进学习的关键因素」；The learning strategy acquired. 把别段的内容硬塞为第5段问的答案。

D) 以偏概全

teaching experience gained 是整篇文章广义讨论的话题（教学带来收益），但本题问的是 Above all 之后那一个被强调为最关键的因素——情感，而非笼统的「教学经验」。把全文话题当本题「关键因素」是以偏概全。

SENTENCE INSIGHTS • 句子精讲

5 句真题句逐层精讲

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

"While we teach, we learn," said Roman philosopher Seneca.

第1段，第2句

直接引语 + 倒装叙述 + 时间状语从句的组合在文学作品和演讲引述中非常常见，是四六级和考研英语阅读的典型句式，掌握后可迁移到大量引用场景。

They engage college undergraduates to teach computer science to high school students, who in turn instruct middle school students on the topic.

第2段，第8句

本句的「主句 + 非限制性定语从句」结构以及「engage sb to do」的使役用法，在四六级和考研真题中频繁出现，代表了常考的复杂单句和从句组合模式，掌握后迁移价值高。

Computer scientists have created an animated(动画的) figure called Betty's Brain, who has been "taught" about environmental science by hundreds of middle school students.

第3段，第2句

主句加限制性定语从句修饰宾语的结构是四六级和考研阅读中的高频句式，定语从句使用被动语态也很常见。掌握这一结构后可大量复用于理解类似长句，代表性强。

Above all, it's the emotions one experiences in teaching that facilitate learning.

第5段，第1句

强调句 It is ... that ... 结构是四六级和考研阅读写作中的高频句式，定语从句省略关系代词也是常考现象。本句将两者结合，既典型又常见，掌握后可以大量迁移到同类真题句式的分析中。

Student tutors feel upset when their teachable agents fail, but happy when these virtual pupils succeed as they derive pride and satisfaction from someone else's accomplishment.

第5段，第2句

本句成分类型丰富:主句包含主语、系动词、并列表语、时间状语从句、原因状语从句;as从句内部有主谓宾加介词短语状语的完整结构。并列表语被状语从句分隔这一点容易误判,适合训练识别并列关系和状语从句修饰范围的能力,有较好的练习价值

HIGH-FREQUENCY • 真题高频词

本篇出现的 58 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。

tutor B2

n. 家庭教师

本篇8次 · 真题 8 句

teaching A2

n. 教学工作;教书

本篇6次 · 真题 38 句

agent B2

n. 代理人

本篇6次 · 真题 32 句

learning A1

n. 学习

本篇4次 · 真题 120 句

material B1

n. 材料

本篇4次 · 真题 69 句

thinking A2

n. 思考

本篇3次 · 真题 40 句

researcher B2

n. 研究人员

本篇2次 · 真题 239 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 139 句

design B1

n. 设计

本篇2次 · 真题 132 句

academic B2

adj. 学术的

本篇2次 · 真题 69 句

apply A2

v. 申请

本篇2次 · 真题 58 句

engage B2

v. 参与;从事

本篇2次 · 真题 57 句

motivate B2

v. 激励

本篇2次 · 真题 33 句

character B1

n. 性格

本篇2次 · 真题 23 句

feedback B1

n. 反馈

本篇2次 · 真题 19 句

benefit B1

n. 好处

本篇1次 · 真题 169 句

tend B1

v. 倾向于, 往往会

本篇1次 · 真题 137 句

sign A1

n. 标志

本篇1次 · 真题 78 句

factor B1

n. 因素

本篇1次·真题 77 句

digital B1

adj. 数字的

本篇1次·真题 75 句

gain B1

v. 获得;赢得

本篇1次·真题 64 句

enable B1

v. 使能够

本篇1次·真题 58 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 58 句

responsibility B1

n. 责任

本篇1次·真题 55 句

identify B1

v. 识别

本篇1次·真题 54 句

strategy B2

n. 策略

本篇1次·真题 53 句

various B1

adj. 各种各样的

本篇1次·真题 52 句

intelligence B2

n. 智力

本篇1次·真题 48 句

figure A2

n. 数字

本篇1次·真题 44 句

further B1

adv. 更远处

本篇1次·真题 41 句

concept B2

n. 概念

本篇1次·真题 38 句

enhance B2

v. 提高

本篇1次·真题 37 句

environmental B1

adj. 环境的

本篇1次·真题 34 句

aware A2

adj. 知道的

本篇1次·真题 30 句

understanding B1

n. 理解;领悟

本篇1次·真题 28 句

app B1

n. 应用程序

本篇1次·真题 27 句

satisfaction B2

n. 满意

本篇1次·真题 27 句

innovative B2

adj. 创新的

本篇1次·真题 26 句

educator B2

n. 教育工作者

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

document B1

n. 文件

本篇1次·真题 20 句

novel B1

n. 小说

本篇1次·真题 19 句

wisdom B2

n. 智慧

本篇1次·真题 19 句

ease B1

n. 容易

本篇1次·真题 18 句

intelligent B1

adj. 聪明的

本篇1次·真题 18 句

recall B2

v. 回忆起, 记起

本篇1次·真题 18 句

effectively B2

adv. 有效地

本篇1次·真题 17 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇1次·真题 16 句

accomplishment B2

n. 成就

本篇1次·真题 15 句

learner A2

n. 学习者

本篇1次·真题 15 句

facilitate C1

v. 促进

本篇1次 · 真题 13 句

independently B2

adv. 独立地

本篇1次 · 真题 12 句

prompt B2

v. 促使

本篇1次 · 真题 12 句

derive B2

v. 获得

本篇1次 · 真题 11 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇1次 · 真题 11 句

philosopher B2

n. 哲学家

本篇1次 · 真题 10 句

undergraduate B2

n. 大学本科生

本篇1次 · 真题 9 句

accurately B2

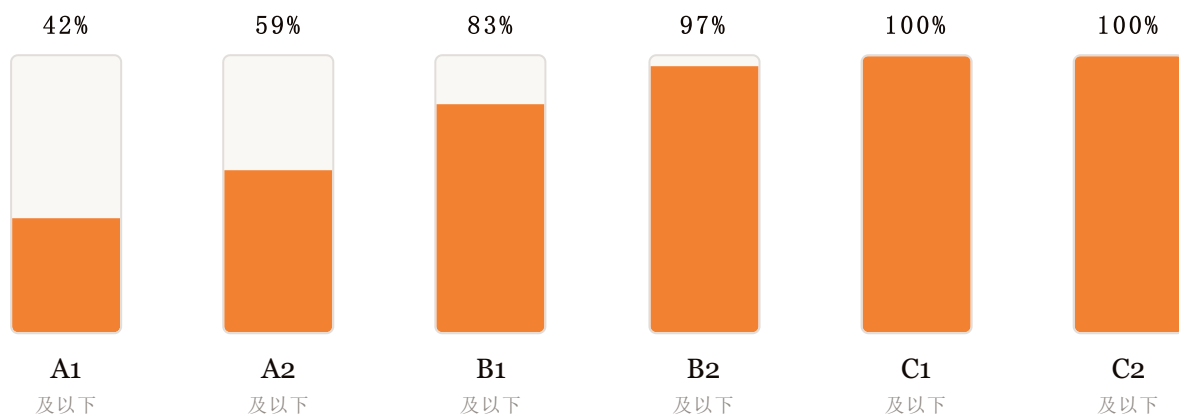
adv. 准确地

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 185 词按 CEFR 难度累积覆盖

全文去重后共 **185** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF)，最右一柱为 100%。B2 以上 (C1/C2) 为高阶词，本篇共 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 185 个 · 末柱为 100%

去重总词数

185

B2 以上难词

3%

B1 及以下覆盖

83%



英语四级 2018年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2018年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2018年6月·第3套 英语四级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2018年6月·第3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1-P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2018-06) · 四级

Part III Section C (2)

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

Passage Two

Questions 51 to 55 are based on the following passage.

P1 A new batch of young women—members of the so-called Millennial(千禧的) generation—has been entering the workforce for the past decade. At the starting line of their careers, they are better educated than their mothers and grandmothers had been—or than their young male counterparts are now. But when they look ahead, they see roadblocks to their success. They believe that women are paid less than men for doing the same job. They think it's easier for men to get top executive jobs than it is for them. And they assume that if and when they have children, it will be even harder for them to advance in their careers.

过去十年间，一批新的年轻女性——所谓千禧一代的成员——一直在进入职场。在她们职业生涯的起跑线上，她们比她们的母亲和祖母——或者比她们的年轻男性同龄人现在——受到了更好的教育。但当她们展望未来时，她们看到了通往成功道路上的障碍。她们认为女性做同样的工作却比男性获得更少的报酬。她们认为男性比她们更容易获得高管职位。而且她们认为，如果她们有了孩子，她们在职业生涯中晋升将会更加困难。

P2 While the public sees greater workplace equality between men and women now than it did 20-30 years ago, most believe more change is needed. Among Millennial women, 75% say this country needs to continue making changes to achieve gender equality in the workplace, compared with 57% of

Millennial men. Even so, relatively few young women (15%) say they have been discriminated against at work because of their gender.

虽然公众认为现在职场上男女之间的平等程度比20-30年前更高,但大多数人认为还需要更多改变。在千禧一代女性中,75%的人表示这个国家需要继续做出改变以实现职场性别平等,相比之下千禧一代男性中这一比例为57%。即便如此,相对较少的年轻女性(15%)表示她们曾在工作中因性别而受到歧视。

P3 As Millennial women come of age they share many of the same views and values about work as their male counterparts. They want jobs that provide security and flexibility, and they place relatively little importance on high pay. At the same time, however, young working women are less likely than men to aim at top management jobs: 34% say they're not interested in becoming a boss or top manager; only 24% of young men say the same. The gender gap on this question is even wider among working adults in their 30s and 40s, when many women face the trade-offs that go with work and motherhood.

随着千禧一代女性步入成年,她们在工作方面与男性同龄人拥有许多相同的观点和价值观。她们想要提供安全感和灵活性的工作,而且她们对高薪相对不太重视。然而与此同时,年轻职业女性不太可能像男性那样以高层管理职位为目标:34%的人表示她们对成为老板或高层管理者不感兴趣;而只有24%的年轻男性这样说。在30多岁和40多岁的在职成年人中,这个问题上的性别差距甚至更大,此时许多女性面临着工作与母职之间的权衡取舍。

P4 These findings are based on a new Pew Research Center survey of 2,002 adults, including 810 Millennials (ages 18-32), conducted Oct. 7-27, 2013. The survey finds that, in spite of the dramatic gains women have made in educational attainment and labor force participation in recent decades, young women view this as a man's world—just as middle-aged and older women do.

这些发现基于Pew研究中心对2002名成年人进行的一项新调查,其中包括810名千禧一代(18-32岁),调查于2013年10月7日至27日进行。调查发现,尽管近几十年来女性在教育程度和劳动力参与方面取得了巨大进步,年轻女性仍然像中年和老年女性一样,将这个世界视为男人的世界。

题目与逐题解析

51. What do we learn from the first paragraph about Millennial women starting their careers?

- A) They can get ahead only by striving harder.
- B) They expect to succeed just like Millennial men.
- C) They are generally quite optimistic about their future.
- D) They are better educated than their male counterparts.

从第一段中我们可以了解到关于千禧一代女性开始职业生涯的什么情况?

- A) 她们只有通过更加努力才能获得成功。
- B) 她们期望像千禧一代男性一样取得成功。
- C) 她们对自己的未来总体上相当乐观。
- D) 她们比男性同龄人受教育程度更高。

【答案】 D (细节题)

【判型】 What do we learn from the first paragraph about Millennial women starting their careers 问的是"从第一段我们了解到", 要求一项可在原文找到字面或同义对应的事实陈述。

【拆句】主干是 What do we learn, from the first paragraph 是来源状语, about Millennial women starting their careers 是 learn 的话题状语, starting their careers 是现在分词作 women 的后置定语; 结构平铺直叙, 无陷阱。

【定位】At the starting line of their careers, they are better educated than their mothers and grandmothers had been—or than their young male counterparts are now.

在职业起跑线上, 她们比自己的母亲、祖母当年受过更好的教育, 也比同代的年轻男性现在受过更好的教育。

【选项】A) 无中生有

They can get ahead only by striving harder 中的 striving harder 在 P1 中没有任何对应表达, 原文只说她们"预感到"路障, 没说她们"要更努力才能成功"。

B) 与原文相反

they see roadblocks to their success 表明她们预感到障碍, 并不指望自己能像男性一样成功, 与 They expect to succeed just like Millennial men 直接相反。

C) 与原文相反

they see roadblocks to their success 与 it will be even harder for them to advance in their careers 表明她们对前景悲观, 与 They are generally quite optimistic about their future 相反。

D) ✓ 正确

better educated than...their young male counterparts are now ↔

better educated than their male counterparts

预判"学历高于同代男性"几乎等于 better educated than their male counterparts 的字面意思, 对位完成即可锁定。

52. How do most Millennial women feel about their treatment in the workplace?

- A) They are the target of discrimination.
- B) They find it satisfactory on the whole.
- C) They think it needs further improving.
- D) They find their complaints ignored.

大多数千禧一代女性对她们在职场中受到的待遇有何感受?

- A) 她们是歧视的目标。
- B) 她们总体上认为令人满意。
- C) 她们认为需要进一步改善。
- D) 她们发现自己的抱怨被忽视了。

【答案】C (细节题)

【判型】How do most Millennial women feel about their treatment in the workplace 问的是群体感受这一客观事实, 不是要求推断作者立场。

【拆句】主干 How do most Millennial women feel, about their treatment in the workplace 是介词短语作状语; treatment 在此是名词不是动词, 意为"对待/待遇", 提醒考生别误读为动作。

【定位】 Among Millennial women, 75% say this country needs to continue making changes to achieve gender equality in the workplace, compared with 57% of Millennial men.

在千禧女性中，75% 的人说这个国家需要继续做出改变，以在职场实现性别平等；而千禧男性中持此看法的为 57%。

【选项】 A) **以偏概全**

relatively few young women (15%) say they have been discriminated against 明确说"只有 15% 的少数"觉得受歧视，与题干 most 的多数指向不符。

B) **与原文相反**

原文是"还需改进"，并未说她们"总体满意"；They find it satisfactory on the whole 的满意方向与 needs to continue making changes 相反。

C) **✓ 正确**

needs to continue making changes to achieve gender equality ↔ **it needs further improving**
预判"还需改进"与 it needs further improving 方向、强度都吻合，且与 75% 这一多数比例对应，锁定。

D) **无中生有**

They find their complaints ignored 中 complaints/ignored 在 P2 没有任何对应表达，原文谈的是"还要继续改进"，没说"投诉被忽视"。

53. What do Millennial women value most when coming of age?

- A) A sense of accomplishment.
- B) Job stability and flexibility.
- C) Rewards and promotions.
- D) Joy derived from work.

千禧一代女性在成年时最看重什么？

A) 成就感。 B) 工作稳定性和灵活性。 C) 奖励和晋升。 D) 从工作中获得的快乐。

【答案】 B (细节题)

【判型】 What do Millennial women value most when coming of age 问"最看重什么"，答案必能在原文一句列举里找到对应。

【拆句】 主干 What do Millennial women value most, when coming of age 是省略主语的时间状语从句 (when [they are] coming of age)，不是动名词；coming of age 整体作短语，意为"成年"，不要拆开理解。

【定位】 They want jobs that provide security and flexibility, and they place relatively little importance on high pay.

她们想要能提供安全感和灵活性的工作，对高薪相对不那么看重。

【选项】 A) **无中生有**

A sense of accomplishment (成就感) 在 P3 中没有任何对应表达, 原文谈的是安全、灵活、薪酬, 不涉及成就感。

B) ✓ 正确

security and flexibility ↔ **Job stability and flexibility**

预判的两项"安全 + 灵活"与 Job stability and flexibility 的两项并列完全对应, 对位锁定。

C) 与原文相反

原文 they place relatively little importance on high pay 明确说她们"不那么看重高薪", 而 Rewards and promotions 中的 rewards/promotions 恰恰指向报酬与升迁, 与原文方向相反。

D) 无中生有

Joy derived from work (从工作中得到的喜悦) 在 P3 中没有对应表达, 原文未谈情感愉悦层面。

54. What are women in their 30s and 40s concerned about?

- A) The welfare of their children.
- B) The narrowing of the gender gap.
- C) The fulfillment of their dreams in life.
- D) The balance between work and family.

三四十岁的女性关心什么?

A) 她们孩子的福祉。 B) 性别差距的缩小。 C) 她们人生梦想的实现。 D) 工作与家庭之间的平衡。

【答案】 D (细节题)

【判型】 What are women in their 30s and 40s concerned about 问的是一个事实——这群人在意什么, 可以在原文找到直接对应的描述。

【拆句】 主干 What are women...concerned about, in their 30s and 40s 是介词短语作 women 的后置定语; about 是 concerned 固定搭配的介词, 提到了句首仍属于这个搭配的一部分, 不要把 about 当孤立介词。

【定位】 The gender gap on this question is even wider among working adults in their 30s and 40s, when many women face the trade-offs that go with work and motherhood.

在 30 多岁和 40 多岁的在职成年人中, 这一问题上的性别差距更大, 此时许多女性面临着工作与母职之间的取舍。

【选项】 A) 答非所问

The welfare of their children (孩子的福祉) 虽然能引出 children 联想, 但原文 trade-offs that go with work and motherhood 讲的是母亲自己在工作和母职间的权衡, 主体是母亲, 不是孩子的福祉。

B) 张冠李戴

The gender gap on this question is even wider 中的"性别差距更大"是用来描述这群人的现象, 而非这群人"担心"的内容; The narrowing of the gender gap 把现象本身当成她们关心的对象, 且方向(变窄)与原文(更宽)相反。

C) 无中生有

The fulfillment of their dreams in life (人生梦想的实现) 在 P3 中没有任何对应表达, 原文谈的是现实层面的工作—母职取舍, 不涉及"人生梦想"。

D) ✓ 正确

the trade-offs that go with work and motherhood ↔ **The balance between work and family**
预判的"工作与母职的权衡"在选项中被表达为 The balance between work and family, 方向和对象都一致, 锁定。

55. What conclusion can be drawn about Millennial women from the 2013 survey?

- A) They still view this world as one dominated by males.
- B) They account for half the workforce in the job market.
- C) They see the world differently from older generations.
- D) They do better in work than their male counterparts.

从2013年的调查中可以得出关于千禧一代女性的什么结论?

- A) 她们仍然认为这个世界由男性主导。 B) 她们占就业市场劳动力的一半。
- C) 她们看待世界的方式与老一代不同。 D) 她们在工作中比男性同龄人表现更好。

【答案】 A (主旨题)

【判型】 What conclusion can be drawn about Millennial women from the 2013 survey 要求得出一个针对千禧女性的总体结论, 是对调查结论的概括, 属于主旨范畴。

【拆句】 主干 What conclusion can be drawn 是被动语态, can be drawn 等于"可以被得出"; about Millennial women 是结论的对象, from the 2013 survey 是结论的来源; 被动 + 双状语容易让基础薄弱考生看晕, 识破"被得出"即"可总结出"即可。

【选项】 A) ✓ 正确

young women view this as a man's world ↔

They still view this world as one dominated by males

预判的"千禧女性依然视世界为男性主导"与 They still view this world as one dominated by males 在主体、谓语、宾语、时间副词四项上完全对应，锁定。

B) 偷换概念

a new Pew Research Center survey of 2,002 adults, including 810 Millennials 说的是"调查样本中包含 810 名千禧一代"，并未说千禧女性占就业市场一半；They account for half the workforce in the job market 把样本结构偷换成劳动力结构。

C) 与原文相反

原文末句 young women view this as a man's world—just as middle-aged and older women do 中的 just as...do 明确表示她们与中老年女性看法一致，而非不同；They see the world differently from older generations 方向相反。

D) 无中生有

They do better in work than their male counterparts 中"工作表现胜过男性"在 P4 没有对应；原文谈的是"教育和就业参与有飞跃"，但没说"工作表现胜过男性"。

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

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

They believe that women are paid less than men for doing the same job.

第1段，第4句

"主句+that宾语从句"是四六级和考研阅读中极为常见的结构,宾语从句内部的被动语态和比较结构也是高频句式。这种"观点陈述+具体内容对比"的表达在议论文中大量出现,掌握后迁移价值高,是典型的考试句式。

They think it's easier for men to get top executive jobs than it is for them.

第1段，第5句

"think + 宾语从句" 和 "it is + 形容词 + for sb to do + 比较结构" 都是四六级和考研阅读中的高频句式。形式主语、比较结构、宾语从句的嵌套使用非常典型,掌握后可在大量真题句中复用,代表性强

Even so, relatively few young women (15%) say they have been discriminated against at work because of their gender.

第2段，第3句

本句包含 say 引出的宾语从句（省略 that）和现在完成时被动语态，这两种结构在四六级和考研英语阅读中非常常见，是典型的调查报告或观点陈述句式，学习后可迁移到大量类似句子。

As Millennial women come of age they share many of the same views and values about work as their male counterparts.

第3段，第1句

时间状语从句加主句的结构在四六级和考研英语阅读中较为常见，且主句中带有比较结构，具有一定的代表性，掌握后可以迁移到类似句型，但不算特别典型的高频难句

At the same time, however, young working women are less likely than men to aim at top management jobs: 34% say they're not interested in becoming a boss or top manager; only 24% of young men say the same.

第3段，第3句

本句采用并列主句加从句的典型复合句结构，比较状语从句和宾语从句均为四六级、考研常考句式；用冒号引出数据支撑、用分号分隔并列分句也是学术写作和考试阅读中的常见手法，结构代表性较强，掌握后可迁移到大量类似句型。

They are generally quite optimistic about their future.

第51题，C

主系表结构在各类英语考试中很常见，“be + 形容词 + 介词短语”也是高频搭配（如 be interested in, be concerned about）。本句可作为此类结构的基础范例，但因过于简单、没有从句或复杂修饰，代表性不如包含多层结构的典型真题句式。

They find it satisfactory on the whole.

第52题，B

“find + it + 形容词”结构是四六级和考研英语阅读中高频出现的句式，形式宾语用法也是常考点，具有较强的代表性和复用价值。

Joy derived from work.

第53题，D

主谓状结构是英语的常见基本句型，"derive from" 这一搭配在阅读中频繁出现。句子简洁，体现了典型的简单句结构，学习后可迁移到类似句式。但由于过于简单，缺少从句等考试高频的复杂结构，典型性中等偏上。

They account for half the workforce in the job market.

第55题，B

简单句中包含短语动词加宾语再加介词短语状语的结构，在四六级和考研阅读中较为常见，学生掌握后可迁移至其他类似句型，但因整体结构过于简单，代表性不如包含从句的复杂句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 50 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。

millennial C1

n. 千禧一代（1981-1996年出生的人）

本篇10次 · 真题 10 句

male A2

adj. 男性的

本篇5次 · 真题 54 句

gender B1

n. 性别（社会文化意义上的）

本篇4次 · 真题 71 句

counterpart C1

n. 对应的人或物

本篇4次 · 真题 17 句

career B1

n. 职业

本篇3次 · 真题 119 句

view A2

n. 观点，看法

本篇3次 · 真题 85 句

workplace B1

n. 工作场所

本篇3次 · 真题 48 句

less A1

det. 较少的

本篇2次 · 真题 224 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 139 句

decade B1

n. 十年

本篇2次 · 真题 99 句

generation B2

n. 一代人

本篇2次 · 真题 44 句

working A2

adj. 有工作的

本篇2次 · 真题 39 句

ahead A2

adv. 在前面

本篇2次 · 真题 32 句

gap B1

n. 间隙

本篇2次 · 真题 28 句

relatively B2

adv. 相对地

本篇2次 · 真题 24 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇2次 · 真题 24 句

flexibility B2

n. 灵活性

本篇2次 · 真题 13 句

equality B2

n. 平等

本篇2次 · 真题 11 句

educated B2

adj. 受过教育的

本篇2次 · 真题 9 句

likely A2

adj. 很可能的

本篇1次 · 真题 224 句

finding B2

n. 调查结果

本篇1次 · 真题 99 句

base A2

n. 基础

本篇1次 · 真题 95 句

gain B1

v. 获得; 赢得

本篇1次 · 真题 64 句

security B1

n. 安全

本篇1次 · 真题 62 句

account A2

n. 账户

本篇1次·真题 61 句

balance B1

n. 平衡

本篇1次·真题 55 句

generally B1

adv. 通常, 一般地

本篇1次·真题 53 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 45 句

further B1

adv. 更远地

本篇1次·真题 41 句

management B1

n. 管理

本篇1次·真题 41 句

importance B1

n. 重要性

本篇1次·真题 40 句

interested A1

adj. 感兴趣的

本篇1次·真题 40 句

aim B1

v. 瞄准

本篇1次·真题 38 句

labor B1

n. 劳动

本篇1次·真题 35 句

assume B2

v. 假定

本篇1次·真题 34 句

advance B1

v. 前进

本篇1次·真题 31 句

executive B2

n. 主管;经理;管理人员

本篇1次·真题 30 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 26 句

target B1

n. 目标;靶子

本篇1次·真题 24 句

concerned

B1

adj. 担心的

本篇1次 · 真题 23 句

differently

A2

adv. 不同地

本篇1次 · 真题 17 句

strive

B2

v. 努力, 奋斗, 力求

本篇1次 · 真题 17 句

accomplishment

B2

n. 成就

本篇1次 · 真题 15 句

optimistic

B2

adj. 乐观的;抱乐观态度的

本篇1次 · 真题 13 句

dramatic

B2

adj. 巨大的

本篇1次 · 真题 12 句

complaint

B1

n. 抱怨

本篇1次 · 真题 11 句

derive

B2

v. 获得

本篇1次 · 真题 11 句

discrimination

C1

n. 歧视

本篇1次 · 真题 11 句

welfare

B2

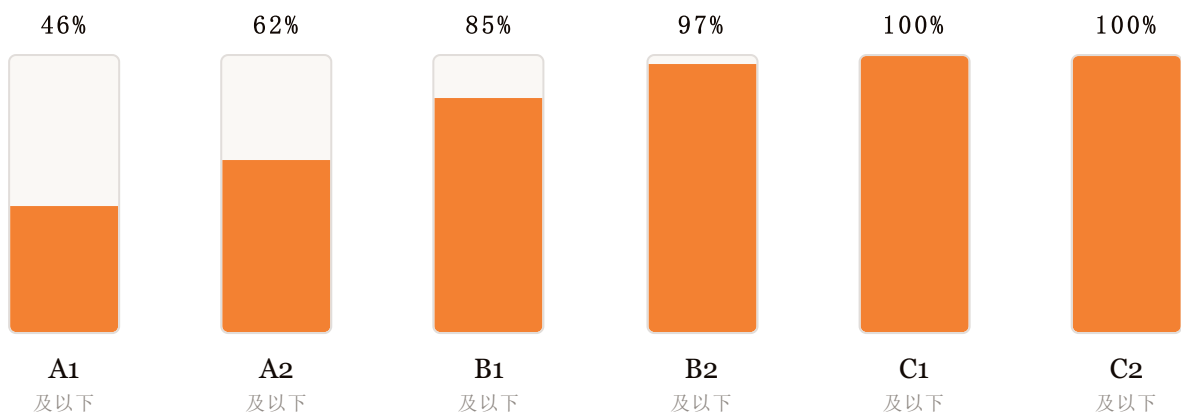
n. 福利

本篇1次 · 真题 11 句

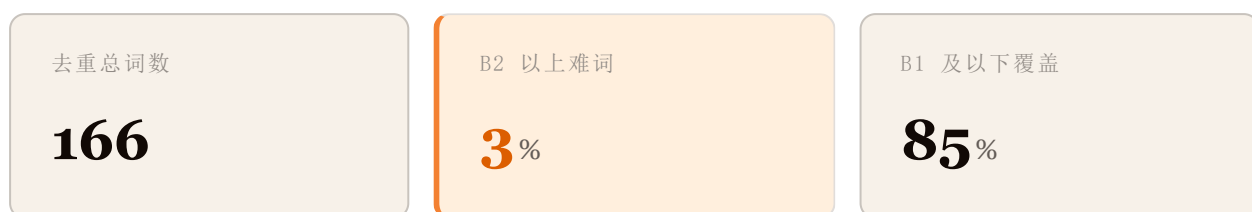
VOCABULARY · 词汇难度分布

全文 166 词按 CEFR 难度累积覆盖

全文去重后共 **166** 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 166 个 · 末柱为 100%



英语四级 2018年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2018年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	本题
Part IV	汉译英（段落翻译）	题目解析 →

2018年6月·第3套英语四级汉译英（段落翻译）·中国城市地铁现状的客观介绍 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2018年6月·第3套 英语四级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第3套(2018-06) • 四级

Part IV

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

近年来，中国有越来越多的城市开始建设地铁。发展地铁有助于减少城市的交通拥堵和空气污染。地铁具有安全、快捷和舒适的优点。越来越多的人选择地铁作为每天上班或上学的主要交通工具。如今，在中国乘坐地铁正变得越来越方便。在有些城市里，乘客只需用卡或手机就可以乘坐地铁。许多当地老年市民还可以免费乘坐地铁。

参考译文

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

In recent years, more and more cities in China have started to build subways. Developing the subway helps reduce traffic congestion and air pollution in cities. The subway is safe, fast and comfortable. Thanks to these advantages, more and more people choose the subway as their main means of transport to commute to work or school every day. Nowadays, it is becoming more and more convenient to take the subway in China. For example, in some cities, passengers can take the subway with just a card or a mobile phone. In addition, many local senior citizens can also take the subway for free.

【衔接】第 1 句到第 2 句：补出「为什么发展」的逻辑承接

第 1 句说 近年来，中国有越来越多的城市开始建设地铁。第 2 句解释 发展地铁有助于减少城市的交通拥堵和空气污染。——后句正是前句的「原因」。英文里可以在第 2 句句首补 In fact, 或 Indeed, 显化这层「事实上正是因为……」的承接，让两句衔接更紧。或者用主语承接：The development of the subway helps reduce... 把上一句的动作名词化作主语，承前更自然。

第 3 句到第 4 句：用「正是因为这些优点」承接

第 3 句说 地铁具有安全、快捷和舒适的优点。第 4 句说 越来越多的人选择地铁……——后句是前句优点的自然结果。可在第 4 句句首加 Thanks to these advantages, 或 As a result, 显化因果关系，避免两句各自为政。

第 4 句到第 5 句：时间副词 Nowadays 承接「当下」

第 4 句讲「越来越多人选择地铁」，第 5 句 如今，在中国乘坐地铁正变得越来越方便。用 Nowadays 起头自然把视角拉到当下，进入「便利」话题，转折自然。Nowadays 这个时间副词本身就是承接信号，无需额外关联词。

第 5 句到第 6 句：用 For example/For instance 引出具体的例子

第 5 句是总述「乘地铁正变得越来越方便」，第 6 句 在有些城市里，乘客只需用卡或手机就可以乘坐地铁。是具体例证。在第 6 句句首加 For example, 或 For instance, 把「总—分」关系显化，让阅卷老师一眼看出逻辑层次。

第 6 句到第 7 句：用 In addition / Moreover 补充另一层便利

第 6 句讲「用卡或手机就能乘地铁」的便利，第 7 句 许多当地老年市民还可以免费乘坐地铁。补充「老年人免费」的另一层便利。在第 7 句句首加 In addition, 或 Moreover, 表「除此之外，还……」，与原文「还可以」的语义完美对应，是收尾的常用连接。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】中国城市地铁现状的客观介绍

整段在客观介绍当下中国城市地铁的发展与便利程度，语体是「事实说明 + 现状陈述」，不是讲历史故事。开篇 近年来，中国有越来越多的城市开始建设地铁。与结尾 如今，在中国乘坐地铁正变得越来越方便。都锚定「现在」「当下」，所以全篇基调是介绍性、说明性，遣词偏中性平实，不需要任何文学化加工。

【时态】一般现在时

通篇是对「现状/普遍事实」的客观描述：发展地铁有助于减少城市的交通拥堵和空气污染。、地铁具有安全、快捷和舒适的优点。都是「客观规律 + 普遍事实」，如今，在中国乘坐地铁正变得越来越方便。锚定「当下」。客观介绍现状用一般现在时是英语最稳的默认选择。仅有一处需要警惕：「近年来」「越来越多」这类「从过去持续到现在并仍在继续」的表达，可灵活用现在完成时 (has/have done) 或 more and more 结构辅助，但全篇主基调仍是一般现在时。

【译法】地铁

全篇统一译作 the subway (美式, 四级最常见、最稳) 或 the metro (通用), 二选一即可, 不得一处 subway、一处 underground、一处 metro 来回换。下面定稿统一采用 the subway。原文中 地铁 反复出现六次, 必须前后一致。

交通拥堵

统一译作 traffic congestion 或更口语化的 traffic jams。本篇 城市的交通拥堵 与「空气污染」并列, 建议用更正式的 traffic congestion 与 air pollution 对仗。

老年市民

当地老年市民 统一译作 local senior citizens 或 elderly residents。senior citizens 是英语里指「老年人」最礼貌、最常用的固定说法, 比直译 old people 更得体, 四级阅卷也更认。下面定稿用 senior citizens。

上班或上学

每天上班或上学 这类「日常通勤」的固定表达, 统一译作 to commute to work or school 或 to go to work or school。commute 一词专指「通勤」, 比 go to 更地道。

1. 近年来, 中国有越来越多的城市开始建设地铁。

【主干】「越来越多的城市」作主语 (主语策略: 原句主语)

中文 中国有越来越多的城市开始建设地铁 表面像「中国有……」的存在句, 但真正的动作发出者是「城市」, 动作是「开始建设」, 宾语是「地铁」。所以英文骨架定为: More and more cities (主语) + have started/are building (谓语) + subways (宾语) + in China (地点状语)。把「中国」处理成 in China 地点状语, 比硬译 China has more and more cities 更自然。

【降级】「近年来」转为时间状语

中文 近年来 是时间状语, 对应英文的 in recent years。它和「越来越多」「开始建设」共同提示一个「过去持续到现在」的动作, 所以英文里时态可用现在完成时 have started to build, 比一般现在时 start to build 更准确传达「已经开始、并持续在做」。这里没有复杂的修饰需要降级, 主结构简单, 重点是把时间状语放好 (句首或句尾均可)。

【语法】时态

本句偏离全篇「一般现在时」基调, 改用现在完成时 have started to build——因为「近年来 + 越来越多 + 开始」共同表达「过去开始、持续至今」, 这正是 have done 的典型语义。这不是违反基调, 而是基调允许的合理偏离。

单复数

「城市」cities、「地铁」subways 都要用复数: 不是一个城市建一条地铁, 而是多个城市分别建各自的地铁系统, 复数才符合事实。漏掉复数 -s 是四级译文里最常见的扣分点。

主谓一致

主语 more and more cities 是复数, 谓语必须用 have started (不是 has started)。More and more 后跟可数名词复数, 永远配复数动词。

搭配

「建设地铁」用 build subways 或 construct subway systems 均可, 搭配最稳。不要用 do subways 这类中式直译。

【译文】 In recent years, more and more cities in China have started to build subways.

2. 发展地铁有助于减少城市的交通拥堵和空气污染。

【主干】 动名词短语作主语 (主语策略: 原句主语)

中文 发展地铁 是「动词 + 宾语」结构, 在中文里可以直接当主语用; 但英文要用名词性结构当主语, 所以转成动名词短语 Developing the subway 作主语。骨架: Developing the subway (主语) + helps (谓语) + reduce traffic congestion and air pollution (宾语 + 不定式补足语)。「有助于」对应 help (to) do 是固定搭配。

【降级】「有助于减少」用 help (to) do

中文 有助于减少 是「帮助 + 做某事」结构, 对应英文 help (to) do 的固定搭配 (help to reduce 或 help reduce 都行, help reduce 更地道)。「城市的交通拥堵和空气污染」中「城市的」是修饰语, 可处理成 urban 形容词前置 (urban traffic congestion) 或 in cities 后置介词短语, 两者都比直译 the city's 更地道。本句结构简单, 无需进一步降级。

【语法】 时态

客观陈述「发展地铁有这种好处」是普遍事实, 回指全篇基调用一般现在时 helps。不要用 helped 或 will help。

主谓一致

主语是动名词短语 Developing the subway, 动名词短语作主语视为单数第三人称, 谓语用 helps, 不是 help。这是主体考生极易遗漏的细节。

搭配

「减少 + 拥堵/污染」固定搭配 reduce traffic congestion / reduce air pollution。不要写 decrease the city traffic 或 less air pollution 这类不准确表达。

冠词

「地铁」作为一类事物泛指, 可以用 the subway (类指) 或复数 subways (泛指); 本篇定 the subway。traffic congestion 和 air pollution 都是不可数名词, 前面不加冠词、不加 -s。

【译文】 Developing the subway helps reduce traffic congestion and air pollution in cities.

3. 地铁具有安全、快捷和舒适的优点。

【主干】「地铁」作主语 (主语策略: 原句主语)

中文 地铁具有.....的优点 主语是「地铁」, 谓语是「具有」 (=有), 宾语是「优点」。直接对应英文: The subway (主语) + has/offers (谓语) + the advantages of being safe, fast and comfortable (宾语)。或者改写为 The subway is safe, fast and comfortable, 更简洁。两种处理都对, 本篇选后者, 因为更地道、更省字。

【降级】 并列形容词用 and 连接

安全、快捷和舒适 是三个并列形容词, 英文对应 safe, fast and comfortable。三项并列时英语写法是「A, B and C」 (最后一项前加 and, A 和 B 之间用逗号), 不是中文的顿号。注意是三个形容词作表语, 不是三个名词, 所以不写 safety, speed and comfort (那是名词化处理, 也对, 但和系表结构不搭)。

【语法】时态

陈述「地铁具有这些优点」是普遍事实，回指全篇基调用一般现在时 is。

主谓一致

主语 the subway 是单数，谓语用 is，不是 are。

搭配

「安全、快捷、舒适」对应 safe, fast (或 quick), comfortable。fast 和 quick 在四级语境里都可用，fast 更常指速度快，本篇用 fast。

冠词

the subway 用定冠词 the 表「这一类交通工具」，比 a subway（一条具体地铁）更合本句的泛指语义。

【译文】 The subway is safe, fast and comfortable.

4. 越来越多的人选择地铁作为每天上班或上学的主要交通工具。

【主干】 「越来越多的人」作主语（主语策略：原句主语）

中文 越来越多的人选择地铁 主语是「人」，谓语是「选择」，宾语是「地铁」，再加一个「作为.....的主要交通工具」的补语。英文骨架：More and more people (主语) + choose (谓语) + the subway (宾语) + as their main means of transport (作宾补) + to commute to work or school every day (目的状语)。「选择 A 作为 B」对应 choose A as B 的固定搭配。

【降级】 「上班或上学」转为不定式目的状语

每天上班或上学的主要交通工具 这串修饰里藏着两层信息：①「主要交通工具」是核心名词 main means of transport；②「每天上班或上学」是用途/目的，不是「交通工具」的修饰，而是「人选地铁」的目的。所以不要硬译成「the main means of transport for going to work or school」（也对但啰嗦），更地道的做法是把「上班或上学」抽出来用 to commute to work or school 作目的状语挂在句尾。

【语法】时态

讲「越来越多人现在的普遍选择」用一般现在时 choose，符合全篇基调。不要写 chose 或 are choosing（除非特别强调瞬间动作）。

主谓一致

主语 more and more people 是复数（people 本身就是复数概念），谓语用 choose，不是 chooses。

搭配

「上班」是 go to work（不加 the）；「上学」是 go to school（不加 the）。这两个是英语里的特例，加 the 反而错。本句用 commute to work or school 更地道，commute 专指「通勤」。

代词与冠词

「主要交通工具」用 their main means of transport 中的 their 与主语 people 呼应；means 单复数同形，前面用 main 而非 mains。

【译文】 More and more people choose the subway as their main means of transport to commute to work or school every day.

5. 如今，在中国乘坐地铁正变得越来越方便。

【主干】 it is + adj. + to do 句型 (主语策略：形式主语it)

中文 乘坐地铁正变得越来越方便 真正的逻辑主语是「乘坐地铁」(动词短语)，表语是「越来越方便」。英文不爱用动名词短语作主语去配「变得方便」这种表语，更地道的写法是用形式主语it: It (形式主语) + is becoming (谓语) + more and more convenient (表语) + to take the subway (真正主语 = 不定式)。骨架立成 It is becoming more and more convenient to take the subway in China。

【降级】 「如今」和「在中国」分别作状语

如今 译作 Nowadays 或 Today，放句首作时间状语；在中国 译作 in China，放句尾作地点状语。中文喜欢把状语堆在动词前，英文习惯把时间状语放句首、地点状语放句尾，分别安放才不挤。「正变得越来越」对应 is becoming more and more，进行时形式表「正在持续变化」。

【语法】 时态

「正变得越来越方便」强调正在持续变化，用现在进行时 is becoming，比一般现在时 is 更准确传达「变化进行中」。这是本句最容易选错时态的点：不少考生直接写成 It is convenient，丢掉了「正在变」的动态语义。

结构

形式主语 it 不能省略——It is convenient to take... 里的 it 是占位符，没有它句子就缺主语。写完核对一眼，别漏。

搭配

「乘坐地铁」固定搭配 take the subway (不是 sit the subway 或 ride the subway，后者也可但不如 take 标准)。「越来越方便」对应 more and more convenient 或 increasingly convenient。

【译文】 Nowadays, it is becoming more and more convenient to take the subway in China.

6. 在有些城市里，乘客只需用卡或手机就可以乘坐地铁。

【主干】 「乘客」作主语 (主语策略：原句主语)

中文 乘客只需用卡或手机就可以乘坐地铁 主语是「乘客」，谓语是「乘坐」，宾语是「地铁」；「只需用卡或手机」是方式状语；「在有些城市里」是地点状语。英文骨架: Passengers (主语) + can take (谓语) + the subway (宾语) + with just a card or a mobile phone (方式状语) + in some cities (地点状语)。

【降级】 「用卡或手机」转 with 介词短语

中文「用 X 做 Y」结构里，「用 X」是工具/方式，英文对应 with X 或 by X: with a card or a mobile phone (强调凭借工具)。「只需」对应 just / simply，加在 with 前面或动词前面强调「仅仅、只要」。「在有些城市里」对应 in some cities 放句首或句尾均可。

【语法】时态

陈述「在有些城市里，乘客现在可以这样做」是当前事实，用一般现在时 can take，符合全篇基调。

情态动词

「就可以」对应 can（表能力/可能性），不要用 will 或 may。本句强调的是「具备这种便利」，can 最准确。

单复数与冠词

「乘客」passengers 用复数泛指；「卡」「手机」是可数名词单数，前面必须加 a：a card、a mobile phone。漏掉这个 a 是四级译文最常见的低级错误之一。

搭配

「乘坐地铁」依旧是 take the subway，与第 5 句保持一致；「手机」用 mobile phone 或 cell phone 均可，本篇用 mobile phone。

【译文】 In some cities, passengers can take the subway with just a card or a mobile phone.

7. 许多当地老年市民还可以免费乘坐地铁。

【主干】「许多当地老年市民」作主语（主语策略：原句主语）

中文 许多当地老年市民还可以免费乘坐地铁 主语是「老年市民」，前面带「许多当地」两层修饰；谓语是「乘坐」；宾语是「地铁」；「免费」是方式状语。英文骨架：Many local senior citizens (主语) + can take (谓语) + the subway (宾语) + for free (方式状语)。「还」对应 also / even，表「除此之外，还……」。

【降级】「免费」转 for free 副词短语

中文 免费乘坐 中的「免费」表方式，英文对应 for free 或 free of charge，作方式状语放句尾。不要硬译成 free 直接修饰动词（错），也不要漏掉这层信息。「还」对应 also，放在主语后、情态动词前：Many local senior citizens can also take...，或用 even 强调「甚至」语气。

【语法】时态

陈述「老年市民现在享有这种福利」是当前事实，用一般现在时 can take，符合全篇基调。

情态动词与副词

「还可以」对应 can also 或 are even allowed to。also 放在 can 后面（can also take），不是 can take also。这是 also 的固定位置。

单复数

「市民」citizens 用复数泛指；many 后面必须跟可数名词复数（many citizens），不能跟单数（many citizen 是错的）。

搭配

「免费」固定搭配 for free 或 free of charge，不要写成 by free 或 in free。「乘坐地铁」依旧是 take the subway，保持全篇一致。

【译文】 Many local senior citizens can also take the subway for free.

英语四级 2018年6月·第3套 · 全卷构成

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