

# 2019年6月·第1套 英语四级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

## 听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2019年6月·第1套 英语四级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第1套(2019-06) • 四级

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

### Part II

### Listening Comprehension

(25 minutes)

#### Section A

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

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

<sup>1</sup> A 9-year-old Central California boy braved strong currents and cold water to swim from San Francisco to Alcatraz Island and back. A California television station in Fresno reported Tuesday that James Savage set a record as the youngest swimmer to make the journey to the former prison. The TV station reported that by completing the swim, the fourth-grade student from Los Banos broke a record previously held by a 10-year-old boy. James said that waves in the San Francisco Bay hitting him in the face 30 minutes into his swim made him want to give up. His father said he had offered his son \$100 as a reward; to encourage his struggling son, he doubled it to \$200. James pushed forward, making it to Alcatraz Island and back in a little more than two hours. Alcatraz is over a mile from the mainland.

加州中部一名9岁男孩勇敢地在强水流和冰冷的海水中游泳，从旧金山游到恶魔岛再游回来。加州Fresno的一家电视台周二报道称，James Savage创下了完成这段前往这座前监狱旅程的最年轻游泳者纪录。该电视台报道称，通过完成这次游泳，这名来自Los Banos的四年级学生打破了此前由一名10岁男孩保持的纪录。James说，在他游泳30分钟后，旧金山湾的海浪拍打他的脸，让他想要放弃。他的父亲说，他曾向儿子提供100美元作为奖励；为了鼓励苦苦挣扎的儿子，他把奖金翻倍到200美元。James奋力前进，在两个多小时内游到恶魔岛并返回。恶魔岛距离大陆超过一英里。

1. A) He set a record by swimming to and from an island.  
B) He celebrated his ninth birthday on a small island.  
C) He visited a prison located on a faraway island.  
D) He swam around an island near San Francisco.

**【题目】** What did the boy from Central California do according to the report?

**【翻译】** 根据报道,这个来自加利福尼亚州中部的男孩做了什么?

- A) 他通过游泳往返一座岛屿创造了一项纪录。  
B) 他在一座小岛上庆祝了自己的九岁生日。 c) 他参观了一座位于遥远岛屿上的监狱。  
D) 他围绕旧金山附近的一座岛屿游了一圈。

**【答案】** A (细节题) He set a record by swimming to and from an island.

**【定位】** A 9-year-old Central California boy braved strong currents and cold water to swim from San Francisco to Alcatraz Island and back. A California television station in Fresno reported Tuesday that James Savage set a record as the youngest swimmer to make the journey to the former prison.

一名 9 岁的加州中部男孩顶着强劲水流和冰冷海水,从旧金山游到阿尔卡特拉斯岛再游回来。弗雷斯诺的一家加州电视台周二报道,James Savage 创下了完成这一行程的最年轻游泳者纪录。

**【信号】** 开头点题句即答案。新闻多在第一句就交代核心事件,swim from San Francisco to Alcatraz Island and back 紧接着 set a record as the youngest swimmer,「往返游 + 创纪录」两点都落在开头,这正是新闻「首句点题」的信号,无需等到后面。

**【替换】** swim from San Francisco to Alcatraz Island and back ↔ **swimming to and from an island**

往返游的同义改写

set a record ↔ **set a record**

破纪录原词对应

**【排除】 B) 原词陷阱**

录音说他是 A 9-year-old (9 岁)，B 把这个年龄数字偷换成 his ninth birthday (庆祝九岁生日)，原文只是交代年龄，根本没说过生日，是听到 ninth 就上钩的陷阱。

借用原文：A 9-year-old Central California boy

**C) 原词陷阱**

录音确实提到 the former prison (那座旧监狱，即目的地阿尔卡特拉斯岛)，但男孩是「游」到那里，不是 visited a prison (参观监狱)。C 借用了 prison 这个真词，却把动作从「游泳」偷换成「参观」，答非所问。

借用原文：the former prison

**D) 与原文相反**

录音是 to Alcatraz Island and back (到岛上再返回)，D 说成 swam around an island (绕岛一圈游)，方向被改了：往返 ≠ 环绕。San Francisco、island 这些原词都在，唯独把关键的「往返」动作篡改了，与原文不符。

借用原文：to Alcatraz Island and back

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2. A) He doubled the reward.

B) He set him an example.

C) He cheered him on all the way.

D) He had the event covered on TV.

**【题目】 What did the father do to encourage his son?**

**【翻译】** 父亲做了什么来鼓励他的儿子？

A) 他把奖励翻了一倍。 B) 他为儿子树立了榜样。 C) 他一路为儿子加油鼓劲。

D) 他让电视台报道了这次活动。

**【答案】 A (细节题) He doubled the reward.**

**【定位】** His father said he had offered his son \$100 as a reward; to encourage his struggling son, he doubled it to \$200.

他父亲说，自己原本给儿子悬赏 100 美元；为了鼓励苦苦坚持的儿子，他把奖金翻倍到了 200 美元。

**【信号】 encourage 后紧跟做法。** 题干的关键词 encourage 在录音里原样出现——to encourage his struggling son, he doubled it to \$200, 「to encourage...」这个目的状语后面紧跟的动作就是答案所在，听到 encourage 立刻锁定其后那句。

**【替换】 he doubled it to \$200 ↔ He doubled the reward.**

doubled 指代同一动作

**【排除】 B) 未提及**

录音里父亲的做法是加钱 (doubled it to \$200) , 从没说他 set him an example (以身作则做榜样) 。这是原文根本没出现的内容, 凭「父亲鼓励孩子常用树榜样」的常识硬套上去就会中招。

**C) 过度推断**

cheered him on all the way (一路加油打气) 听上去很像鼓励该有的样子, 但录音里父亲的具体动作是加倍奖金, 并未说他全程喊加油, 是把「鼓励」过度想象成喊口号的推断陷阱。

**D) 原词陷阱**

录音确实出现 A California television station in Fresno reported (电视台作了报道) , D 就借 TV 这个真词说父亲 had the event covered on TV (安排电视报道) 。但电视报道是媒体行为、与父亲鼓励儿子无关, 更不是父亲安排的, 是听到 TV 就选的典型原词陷阱。

借用原文: A California television station in Fresno reported Tuesday

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

1 On the 1st of January, new regulations will come into effect which eliminate an annual leave bonus for people who put off marrying until the age of 23 for women, and 25 for men, the South China Morning Post reports. The holiday bonus was designed to encourage young people to delay getting married in line with China's one-child policy. But with that policy now being abolished, this holiday incentive is no longer necessary, the government says. In Shanghai, a young couple at a marriage registration office told the paper that they decided to register their marriage as soon as possible to take advantage of the existing policy, because an extra holiday was a big deal for them. In Beijing, one registration office had about 300 couples seeking to get married the day after the changes were announced, rather than the usual number of between 70 and 80. But one lawyer tells the paper that the changes still have to be adopted by local governments and these procedures take time. So people who are rushing to register for marriage can relax.

据《南华早报》报道,1月1日起新规定将生效,取消对推迟到女性23岁、男性25岁结婚的人员的年假奖励。这项假期奖励旨在鼓励年轻人推迟结婚以符合中国的独生子女政策。但政府表示,随着该政策现已废止,这一假期激励措施不再必要。在上海,一对在婚姻登记处的年轻夫妇告诉该报,他们决定尽快登记结婚以利用现行政策,因为额外假期对他们来说是件大事。在北京,一家登记处在变更宣布后的第二天有约300对夫妇寻求结婚登记,而非通常的70到80对。但一位律师告诉该报,这些变更仍需由地方政府采纳,这些程序需要时间。因此急于登记结婚的人们可以放松。

3. A) To end the one-child policy.

B) To encourage late marriage.

C) To increase working efficiency.

D) To give people more time to travel.

**【题目】 What was the purpose of the annual leave bonus in China?**

【翻译】中国年假奖金的目的是什么？

A) 终止独生子女政策。 B) 鼓励晚婚。 C) 提高工作效率。 D) 给人们更多时间旅行。

【答案】B (目的题) To encourage late marriage.

【定位】The holiday bonus was designed to encourage young people to delay getting married in line with China's one-child policy.

这项假期福利的设计初衷，是为了配合中国的独生子女政策，鼓励年轻人推迟结婚。

【信号】目的信号 **designed to**。答案句靠目的信号词锁定：was designed to encourage young people to delay getting married 里的 designed to 直接交代「设计它是为了……」，这正是目的题要找的「用意句」。

【替换】encourage young people to delay getting married ↔ **encourage late marriage**  
「推迟结婚」概括为「晚婚」

【排除】A) **原词陷阱**

A 项 To end the one-child policy. 把录音念到的原词 one-child policy 搬进选项制造「听到就想选」。但录音说福利是「配合 (in line with)」独生子女政策、不是「终结」它；真正被废除的是政策本身另有交代，而非这项福利的目的。属原词陷阱。

借用原文：in line with China's one-child policy

C) **未提及**

To increase working efficiency. 说的是「提高工作效率」，整段录音只谈结婚、政策与假期，从头到尾没有一句涉及工作效率，属凭空捏造。

D) **过度推断**

To give people more time to travel. 借录音里的 holiday (假期) 顺势联想到「旅行」，但录音说这是 annual leave bonus (年假福利)、其用意是鼓励晚婚，没有一处说给人时间去旅行，属由原词过度推断。

借用原文：an annual leave bonus

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4. A) They will not be welcomed by young people.

B) They will help to popularize early marriage.

C) They will boost China's economic growth.

D) They will not come into immediate effect.

【题目】What do we learn about the new regulations?

【翻译】关于新规定我们了解到什么？

A) 它们不会受到年轻人的欢迎。 B) 它们将有助于推广早婚。  
C) 它们将促进中国的经济增长。 D) 它们不会立即生效。

【答案】D (细节题) They will not come into immediate effect.

**【定位】** But one lawyer tells the paper that the changes still have to be adopted by local governments and these procedures take time. So people who are rushing to register for marriage can relax.  
但一位律师告诉该报，这些变化还需经地方政府采纳，而这些程序需要时间。所以那些急着去登记结婚的人可以放宽心了。

**【信号】转折 But 后才是真意。**答案句靠转折信号锁定：前文一直在说新规将生效、人们抢着登记，直到 But one lawyer tells the paper that the changes still have to be adopted by local governments and these procedures take time 用 But 一转，才点出新规「还要走地方案序、需要时间」这个真正落点。

**【替换】** these procedures take time ↔ **not come into immediate effect**

「程序要时间」=「不会立刻生效」

the changes still have to be adopted by local governments ↔ **not come into immediate effect**

「还需地方采纳」佐证未即时生效

**【排除】A) 原词陷阱**

They will not be welcomed by young people. 把录音念到的 young people 搬进选项。但录音里年轻人是急着赶在新规前登记 (about 300 couples seeking to get married)，并未表达「不欢迎新规」这种态度，选项凭原词反向编造，属原词陷阱兼与原文相反。

借用原文：300 couples seeking to get married

**B) 与原文相反**

They will help to popularize early marriage. 借了录音的 marriage 话题，却把方向反了：录音原政策是鼓励 delay getting married (晚婚)，新规取消该福利，更谈不上「推广早婚」，选项与原文相反。

借用原文：encourage young people to delay getting married

**C) 未提及**

They will boost China's economic growth. 把话题硬拔高到「促进经济增长」，整段录音只谈婚姻登记、假期福利与生效程序，没有一句涉及经济，属凭空添加。

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

<sup>1</sup> Everyone loves a good house party, but the cleaning-up the next morning isn't as enjoyable. Now, however, a New Zealand-based start-up company aims to bring messy homes—and even splitting headaches—back to normal. The properly-named start-up Morning-After Maids was launched about a month ago in Auckland by roommates Rebecca Foley and Catherine Ashurst. Aside from cleaning-up, the two will also cook breakfast and even get coffee and painkillers for recovering merrymakers. Although they are both gainfully employed, they fit cleaning jobs into their nights and weekends, which is when their service is in most demand anyway. Besides being flooded with requests from across the country, Foley and Ashurst have also received requests from the U.S. and Canada to provide services there. They are reportedly meeting with lawyers to see how best to take the business forward.

每个人都喜欢一场精彩的家庭派对，但第二天早上的清理工作就没那么令人愉快了。然而现在，一家新西兰初创公司旨在让凌乱的家——甚至是剧烈的头痛——恢复正常。这家名副其实的初创公司Morning-

After Maids大约一个月前由室友Rebecca Foley和Catherine Ashurst在奥克兰创立。除了清理之外，两人还会做早餐，甚至为恢复中的狂欢者准备咖啡和止痛药。尽管她们都有稳定的工作，但她们会在晚上和周末安排清洁工作，而这也是她们的服务需求最旺盛的时候。除了收到来自全国各地的大量请求外，Foley和Ashurst还收到了来自美国和加拿大提供服务的请求。据报道，她们正在与律师会面，研究如何最好地推进业务。

5. A) Cleaning service in great demand all over the world.  
B) Two ladies giving up well-paid jobs to do cleaning.  
C) A new company to clean up the mess after parties.  
D) Cleaners gainfully employed at nights and weekends.

**【题目】** What is the news report mainly about?

**【翻译】** 这则新闻报道主要讲的是什么？

- A) 清洁服务在全世界需求旺盛。 B) 两位女士放弃高薪工作去做清洁。  
C) 一家新公司专门清理派对后的狼藉。 D) 清洁工在夜间和周末受雇获利。

**【答案】** C (主旨题) A new company to clean up the mess after parties.

**【定位】** Now, however, a New Zealand-based start-up company aims to bring messy homes—and even splitting headaches—back to normal. The properly-named start-up Morning-After Maids was launched about a month ago in Auckland by roommates Rebecca Foley and Catherine Ashurst.

然而如今，一家位于新西兰的初创公司力图把一团乱的家——甚至连宿醉头痛——都恢复如常。这家名字起得很贴切的初创公司“晨后女佣”（Morning-After Maids）大约一个月前在奥克兰由室友丽贝卡·弗利和凯瑟琳·阿什赫斯特创办。

**【信号】** 转折 **however** 后引出全篇主角。新闻开头先说人人爱派对、但打扫不好玩，紧接 Now, however, a New Zealand-based start-up company aims to bring messy homes...back to normal 一个 however 转折，转折后冒出的“一家初创公司”就是全篇要讲的正题——主旨题的落点常在开头转折之后。

**【替换】** a New Zealand-based start-up company ↔ A new company

start-up = new company 同义概括

bring messy homes...back to normal ↔ clean up the mess after parties

把乱家恢复正常 = 派对后打扫

**【排除】 A) 过度推断**

录音只说服务在本国 flooded with requests from across the country 并收到 from the U.S. and Canada 的请求，A 却拔高成 all over the world（全世界都极度需求），范围被无中生有地放大。

借用原文：Besides being flooded with requests from across the country, Foley and Ashurst have also received requests from the U.S. and Canada

**B) 与原文相反**

B 说两人"放弃高薪工作" giving up well-paid jobs，但录音明说她们 they are both gainfully employed（两人都有正经工作在身），只是把清洁活塞进晚上和周末，根本没辞职。它借"工作"这个话题制造"听着像"，却与原文相反。

借用原文：Although they are both gainfully employed, they fit cleaning jobs into their nights and weekends

**D) 原词陷阱**

D 的 at nights and weekends 和 gainfully employed 都是录音里 they fit cleaning jobs into their nights and weekends 的原词，听到当然耳熟；可这只是"她们什么时候干活"的一个细节，撑不起"整段主要讲什么"，对主旨题而言以偏概全。

借用原文：they fit cleaning jobs into their nights and weekends, which is when their service is in most demand anyway

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6. A) It takes a lot of time to prepare.  
B) It leaves the house in a mess.  
C) It makes party goers exhausted.  
D) It creates noise and misconduct.

**【题目】 What is a common problem with a house party?**

**【翻译】 家庭派对的常见问题是什么？**

- A) 准备工作需要花费大量时间。 B) 派对后房子一片狼藉。 C) 派对参加者筋疲力尽。  
D) 制造噪音和不当行为。

**【答案】 B (细节题) It leaves the house in a mess.**

**【定位】** Everyone loves a good house party, but the cleaning-up the next morning isn't as enjoyable.  
人人都爱一场尽兴的家庭派对，但第二天早上的打扫就不那么让人开心了。

**【信号】 转折 but 之后才是真问题。**首句 Everyone loves a good house party, but the cleaning-up the next morning isn't as enjoyable, but 之前是"人人爱派对"的铺垫，but 之后"第二天得打扫"才是录音点出的派对麻烦——转折后才是答案所在。

**【替换】 the cleaning-up the next morning ↔ leaves the house in a mess**

需要打扫 = 屋子被弄乱了

**【排除】 A) 未提及**

A 说派对 takes a lot of time to prepare (准备很费时)，但录音通篇讲的是"事后打扫"，对"事前准备"一字未提，属于无中生有。

**C) 未提及**

C 说派对 makes party goers exhausted (让参加者筋疲力尽)，录音只提到为"恢复中的寻欢者"recovering merrymakers 送咖啡和止痛药，并没说派对本身使人累垮，是借"派对后状态"想象出来的，原文未提。

**D) 未提及**

D 说派对 creates noise and misconduct (造成噪音和失态行为)，这是生活常识里派对的坏处，听着很对，但录音从头到尾只谈"打扫"和"宿醉头痛"，没说噪音或失态，是拿常识替代原文。

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7. A) Hire an Australian lawyer.  
B) Visit the U.S. and Canada.  
C) Settle a legal dispute.  
D) Expand their business.

**【题目】 What are Rebecca Foley and Catherine Ashurst planning to do?**

**【翻译】** Rebecca Foley和Catherine Ashurst计划做什么？

- A) 雇用一名澳大利亚律师。 B) 访问美国和加拿大。 C) 解决一项法律纠纷。  
D) 拓展她们的业务。

**【答案】 D (细节题) Expand their business.**

**【定位】** They are reportedly meeting with lawyers to see how best to take the business forward.

据报道，她们正在与律师会面，商讨如何把这项业务最好地向前推进。

**【信号】 结尾未来动作 take...forward 是落点。** 录音末句 They are reportedly meeting with lawyers to see how best to take the business forward, take the business forward (把业务向前推进) 是指向未来的计划，正好回答"打算做什么"——新闻里"下一步"信息常压在结尾。

**【替换】** take the business forward ↔ **Expand their business**

把业务向前推进 = 扩展业务

**【排除】 A) 原词陷阱**

A 说"雇一名澳大利亚律师"Hire an Australian lawyer, 录音确实念到 meeting with lawyers (与律师会面), lawyer 一词耳熟; 但录音只说"见律师"不是"雇律师", 更没说是"澳大利亚的"——录音涉及的是美国、加拿大, 澳大利亚是凭空加的。

借用原文: They are reportedly meeting with lawyers to see how best to take the business forward

**B) 原词陷阱**

B 说"去美国和加拿大"Visit the U.S. and Canada, 录音确实有 received requests from the U.S. and Canada (收到来自美加的请求), 但那是"美加有人来请她们服务", 不是"她们要去美加", 方向被偷换了。

借用原文: Foley and Ashurst have also received requests from the U.S. and Canada to provide services there

**C) 原词陷阱**

C 说"了结一桩法律纠纷"Settle a legal dispute, 它借录音 meeting with lawyers 里的"律师"勾人; 可她们见律师是为了"把业务推进", 录音根本没提任何法律纠纷, 是听到"律师"就脑补出"打官司"。

借用原文: They are reportedly meeting with lawyers to see how best to take the business forward

## Section B

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

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

1 W: Kyle, how did your driver's theory exam go? It was yesterday, right?

W: Kyle, 你的驾驶理论考试怎么样? 是昨天考的, 对吧?

2 M: Yes. I prepared as much as I could, but I was so nervous since it was my second try. The people who worked at the test center were very kind, though. We had a little conversation which calmed me down a bit, and that was just what I needed. Then, after the exam, they printed out my result, but I was afraid to open it until I was outside. It was such a relief to pass.

M: 是的。我尽可能做了准备, 但我还是很紧张, 因为这是我第二次考了。不过考试中心的工作人员都很友善。我们聊了一会儿, 这让我平静了一些, 这正是我需要的。然后, 考试结束后, 他们打印出了我的成绩, 但我我不敢打开, 直到走到外面才看。通过考试真是让我松了一口气。

3 W: Congratulations! I knew you could do it! I guess you underestimated how difficult it would be the first time, didn't you? I hear a lot of people make that mistake and go in underprepared, but good job in passing the second time. I'm so proud of you. Now, all you have to do next is your road test. Have you had any lessons yet?

W: 恭喜你! 我就知道你行! 我猜你第一次低估了考试的难度, 是不是? 我听说很多人都犯这个错误, 准备不足就去考试了, 不过第二次就通过了, 干得好。我真为你感到骄傲。现在, 你接下来要做的就是路考了。你上过

课了吗?

4 M: Yes, thanks. I'm so happy to be actually on the road now. I've only had two driving lessons so far, and my instructor is very understanding. So I'm really enjoying it. And I can't wait for my next session, although the lessons are rather expensive, £20 an hour. And the instructor says I'll need about 30 to 40 lessons in total. That's what—six to eight hundred pounds. So this time I'll need to make a lot more effort and hopefully will be successful the first time.

M: 上过了,谢谢。我很高兴现在终于能上路了。到目前为止我只上了两节驾驶课,我的教练很体贴。所以我很享受。我等不及下一节课了,虽然课程相当贵,每小时20英镑。教练说我总共需要大约30到40节课。那就是——六百到八百英镑。所以这次我需要付出更多努力,希望能第一次就成功。

5 W: Well, good luck.

W: 嗯,祝你好运。

8. A) He had a driving lesson.

C) He took the driver's theory exam.

B) He got his driver's license.

D) He passed the driver's road test.

**【题目】** What did the man do yesterday?

**【翻译】** 这个男士昨天做了什么?

A) 他上了一节驾驶课。 B) 他拿到了驾照。 C) 他参加了驾驶理论考试。

D) 他通过了驾驶路考。

**【答案】** C (细节题) He took the driver's theory exam.

**【定位】** W: Kyle, how did your driver's theory exam go? It was yesterday, right?

女: 凯尔, 你的驾驶理论考试考得怎么样? 是昨天考的, 对吧?

**【信号】** 被问者话题由女方一句点破。答案不在男方的回答里、而在女方开场这句确认里——how did your driver's theory exam go? It was yesterday, right? 直接点明"昨天"对应的事就是 theory exam (理论考), 男方随后用 Yes. 确认。开头的话题确认句是这种对话的定位信号。

**【替换】** your driver's theory exam ↔ the driver's theory exam

近乎原词对应

**【排除】 A) 原词陷阱**

He had a driving lesson. 借用了对话后段反复出现的 lesson (驾驶课), 但那是男方通过理论考之后才开始的下一步, 并非"昨天"做的事, 时间对不上。

借用原文: I've only had two driving lessons so far

**B) 过度推断**

He got his driver's license. 是学车终点, 但他刚过理论考、连路考都还没开始 (后文还在谈第一次路考的打算), 远未拿到驾照, 与"昨天"无关。

**D) 原词陷阱**

He passed the driver's road test. 盗用了对话里出现的 road test, 但女方明说"下一步才是路考" (all you have to do next is your road test), 昨天考的是 theory exam 不是 road test, 且"过了"更无从谈起。

借用原文: all you have to do next is your road test

9. A) He was not well prepared.

C) He was not used to the test format.

B) He did not get to the exam in time.

D) He did not follow the test procedure.

**【题目】 Why did he fail the exam the first time?**

**【翻译】 他第一次为什么没通过考试?**

- A) 他准备得不够充分。 B) 他没能及时赶到考场。 C) 他不适应考试形式。  
D) 他没有遵守考试程序。

**【答案】 A (细节题) He was not well prepared.**

**【定位】** W: ... I guess you underestimated how difficult it would be the first time, didn't you? I hear a lot of people make that mistake and go in underprepared, but good job in passing the second time.

女: .....我猜你第一次是低估了它的难度, 对吧? 我听说很多人都犯这个错, 去考的时候准备不足, 不过你第二次过了, 干得好。

**【信号】 女方点破"低估难度、准备不足"。**原因不在男方自述里, 而在女方一句推测点破: you underestimated how difficult it would be the first time 与 go in underprepared 直接把第一次失败归到"低估难度、准备不充分"。这种"我猜你是.....对吧?"的推测应答句, 正是原因信号。

**【替换】 go in underprepared ↔ not well prepared**

underprepared=not well prepared

underestimated how difficult it would be ↔ not well prepared

低估难度→没准备够

**【排除】 B) 未提及**

He did not get to the exam in time. 说"没及时赶到考试", 原文通篇没提迟到或时间没赶上, 是凭空捏造的理由。

**C) 未提及**

He was not used to the test format. 说"不适应考试形式", 原文只说低估难度、准备不足, 从未提到"题型/形式不熟", 属另造原因。

**D) 未提及**

He did not follow the test procedure. 说"没遵守考试流程", 原文只字未提流程问题, 与"准备不足"这一真实原因无关。

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10. A) They are tough.

C) They are helpful.

B) They are costly.

D) They are too short.

**【题目】 What does the man say about his driving lessons?**

**【翻译】 这个男士对他的驾驶课有何评价?**

A) 它们很难。 B) 它们很贵。 C) 它们很有帮助。 D) 它们太短了。

**【答案】 B (细节题) They are costly.**

**【定位】** M: ... the lessons are rather expensive, £20 an hour. And the instructor says I'll need about 30 to 40 lessons in total. That's what—six to eight hundred pounds.

男: .....这些课挺贵的, 一小时 20 英镑。教练说我总共大概需要 30 到 40 节课。那大概是——六百到八百英镑。

**【信号】 形容词 expensive + 价格数字。**答案句靠一个评价形容词加一串价格数字双重坐实: the lessons are rather expensive, £20 an hour 直接说"贵", 又用 six to eight hundred pounds 量化。听到对某物的形容词评价 + 具体钱数, 就是评价类细节题的答案信号。

**【替换】** rather expensive ↔ costly

expensive=costly

£20 an hour ↔ costly

具体钱数佐证"贵"

**【排除】** A) 未提及

They are tough. 说课"难", 但原文只说贵, 没说上课难——男方反倒说 I'm really enjoying it (很享受), 与"难"相悖。

### C) 过度推断

They are helpful. 说课"有帮助", 原文男方说享受、教练理解 (my instructor is very understanding), 但没评价课"有用/有帮助", 是顺着"他挺喜欢"脑补的正面评价。

借用原文: my instructor is very understanding

D) 与原文相反

They are too short. 说课"太短", 但原文谈到的是数量多 (30 to 40 lessons in total) 和贵, 从未说每节课太短, 方向相反。

借用原文: I'll need about 30 to 40 lessons in total

11. A) Pass his road test the first time. C) Find an experienced driving instructor.  
B) Test-drive a few times on highways. D) Earn enough money for driving lessons.

**【题目】** What does the man hope to do next?

**【翻译】** 这个男士接下来希望做什么？

- A) 第一次就通过路考。 B) 在高速公路上试驾几次。 C) 找一位经验丰富的驾驶教练。  
D) 挣到足够的钱上驾驶课。

**【答案】 A** (目的题) Pass his road test the first time.

【定位】 M: ... So this time I'll need to make a lot more effort and hopefully will be successful the first time.

男：……所以这次我得下不少功夫，希望能一次就成功。

【信号】 **this time + hopefully** 表意图。答案句靠表意图的标志词锁定：this time I'll need to make a lot more effort 与 hopefully will be successful the first time 中，this time、hopefully、the first time 一齐出现，正是“下一步希望怎样”的信号；结合前文“下一步是路考”，他希望的就是路考一次过。

【替换】 hopefully will be successful the first time ↔ **Pass his road test the first time**

成功一次过=一次过路考

the first time  $\leftrightarrow$  **the first time**

### 限定词原样对应

**【排除】 B) 未提及**

Test-drive a few times on highways. 里的 highways (高速) 原文根本没出现, 是凭空添加的内容, 与他"路考一次过"的目标无关。

**C) 原词陷阱**

Find an experienced driving instructor. 盗用了原文出现的 instructor, 但男方说现在的教练 very understanding、自己很享受, 并无"另找有经验教练"之意, 原词在、意思不在。

借用原文: my instructor is very understanding

**D) 过度推断**

Earn enough money for driving lessons. 借第 10 题"课贵、六到八百镑"设套, 但男方只是感叹课贵, 从没说"下一步要去挣够学费", 把"贵"误读成了"要挣钱"。

借用原文: six to eight hundred pounds

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

1 M: Emma, I got accepted to the University of Leeds. Since you're going to university in England, do you know how much it is for international students to study there?

M: Emma, 我被利兹大学录取了。既然你要去英国上大学, 你知道国际学生在那里学习要花多少钱吗?

2 W: Congratulations! Yes, I believe for international students, you'll have to pay around £13,000 a year. It's just a bit more than the local students.

W: 恭喜你! 是的, 我记得国际学生每年要付大约13,000英镑。这只比本地学生多一点。

3 M: Okay, so that's about \$17,000 for the tuition and fees. Anyway, I'm only going to be there for a year, doing my master's. So it's pretty good. If I stayed in the U.S., it'd take two years and cost at least \$50,000 in tuition alone. Also, I have a good chance of winning a scholarship at Leeds, which would be pretty awesome, the benefits of being a music genius.

M: 好的, 那学费和杂费大概是17,000美元。不管怎样, 我只会在那里待一年, 读硕士。所以挺不错的。如果我留在美国, 要读两年, 光学费就至少要50,000美元。而且, 我在利兹很有机会拿到奖学金, 那就太棒了, 这就是音乐天才的好处。

4 W: Yeah, I heard you're a talented piano player. So you're doing a postgraduate degree now? I'm still in my last year, graduating next June. Finally, I'll be done with my studies, and could go on to earning loads of money.

W: 是啊, 我听说你是个很有才华的钢琴演奏者。所以你现在在读研究生学位? 我还在读最后一年, 明年六月毕业。终于要完成学业了, 可以去挣大钱了。

5 M: Are you still planning on being a teacher? No money in that job then.

M: 你还打算当老师吗? 那份工作可没什么钱赚。

6 W: You'd be surprised. I'm still going to be a teacher. But the plan is to work at an international school overseas, after I get a year or so of the experience in England. It's better pay, and I get to travel,

which reminds me I'm late for my class and I've got some documents I need to print out first. I'd better run.

W: 你会惊讶的。我还是要当老师。但计划是在英国获得一年左右的经验后，去海外的国际学校工作。薪水更高，而且我还能旅行，这提醒我上课要迟到了，我还有些文件需要先打印出来。我得赶紧走了。

12. A) Where the woman studies. C) Leeds' tuition for international students.  
B) The acceptance rate at Leeds. D) How to apply for studies at a university.

**【题目】** What does the man want to know?

【翻译】 男士想知道什么？

- A) 女士在哪里学习。    B) Leeds 的录取率。    C) Leeds 对国际学生的学费。  
D) 如何申请大学学习。

**【答案】 C** (细节题) Leeds' tuition for international students.

**【定位】** Since you're going to university in England, do you know how much it is for international students to study there?

既然你在英国上大学，你知道国际生在那儿读书要花多少钱吗？

【信号】男生开口提问处。男生用 do you know how much it is for international students to study there 直接抛出问题，“开口打听”这个动作就是答案信号——他问的就是“多少钱”，即学费。

【替换】 how much it is for international students to study there ↔

## Leeds' tuition for international students.

"花多少钱读书"=学费

【排除】 A) 张冠李戴

录音里 you're going to university in England 说的是女生在英国上学，A 项 Where the woman studies. 把这句背景信息冒充成“男生想知道的事”——男生想知道的是学费，不是女生在哪上学。

借用原文: you're going to university in England

B) 未提及

The acceptance rate at Leeds. 里 Leeds 录音确实念到，但男生问的是花多少钱，从没问录取率，“录取率”是无中生有。

借用原文: the University of Leeds

D) 答非所问

How to apply for studies at a university. 是"怎么申请"的做法, 而男生问的是 how much (多少钱) 的费用。how 一字之差, 问的方向完全不同。

13. A) Apply to an American university. C) Perform in a famous musical.  
B) Do research on higher education. D) Pursue postgraduate studies.

**【题目】** What is the man going to do?

【翻译】男士打算做什么？

- A) 申请一所美国大学。 B) 做高等教育方面的研究。 C) 在一部著名音乐剧中表演。  
D) 攻读研究生学位。

【答案】D (细节题) Pursue postgraduate studies.

【定位】Anyway, I'm only going to be there for a year, doing my master's.

反正我在那儿只待一年，读我的硕士。

【信号】本人自陈安排。男生用 doing my master's 直接说出自己要做的事——“我要去读硕士”，这句当事人自述计划就是答案信号。

【替换】doing my master's ↔ Pursue postgraduate studies.

读硕士=读研究生

【排除】A) 与原文相反

录音提到 If I stayed in the U.S., it'd take two years, 但这是“假如留在美国”的反面假设，男生恰恰没去美国。A 项 Apply to an American university. 盗用了 the U.S. 却取反了事实。

借用原文：If I stayed in the U.S., it'd take two years

B) 未提及

Do research on higher education. 听着和留学话题沾边，但男生只说去读硕士，从没说要做“高等教育研究”，属无中生有。

C) 原词陷阱

录音说男生是 a music genius (音乐天才)，C 项 Perform in a famous musical. 盗用了 music 这个词，把“有音乐天赋”偷换成“去演音乐剧”——他要做的是读硕士，不是演出。

借用原文：the benefits of being a music genius

- 
14. A) His favorable recommendations. C) His academic excellence.  
B) His outstanding musical talent. D) His unique experience.

【题目】What might qualify the man for a scholarship at Leeds University?

【翻译】什么可能使男士有资格获得 Leeds University 的奖学金？

- A) 他良好的推荐信。 B) 他杰出的音乐才能。 C) 他优异的学业成绩。  
D) 他独特的经历。

【答案】B (细节题) His outstanding musical talent.

【定位】Also, I have a good chance of winning a scholarship at Leeds, which would be pretty awesome, the benefits of being a music genius.

另外，我很有希望在 Leeds 拿到奖学金，那就太棒了——这就是当音乐天才的好处。

【信号】因果短语 the benefits of。男生把"有望拿奖学金"归因于 the benefits of being a music genius (当音乐天才的好处)，the benefits of... 这个因果短语就是答案信号，直接点出"凭音乐天赋"。

【替换】the benefits of being a music genius ↔ His outstanding musical talent.  
音乐天才=出众的音乐天赋

【排除】A) 未提及

His favorable recommendations. (推荐信) 是申奖学金常见的理由，但录音里男生只提音乐天才，从没说推荐信，属无中生有。

C) 未提及

His academic excellence. (学业优异) 最符合"拿奖学金靠成绩好"的常识，但录音明明把原因点成音乐天才，并未说成绩，属常识陷阱。

D) 未提及

His unique experience. (独特经历) 录音中没有任何对应，男生归因的是音乐天赋而非经历，属无中生有。

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15. A) Do a master's degree.

C) Travel widely.

B) Settle down in England.

D) Teach overseas.

【题目】What is the woman planning to do after graduation?

【翻译】女士毕业后打算做什么？

A) 攻读硕士学位。 B) 在英国定居。 C) 广泛旅行。 D) 去海外教书。

【答案】D (细节题) Teach overseas.

【定位】I'm still going to be a teacher. But the plan is to work at an international school overseas, after I get a year or so of the experience in England.

我还是要当老师。不过计划是先在英国积累一年左右的经验，之后去一所海外的国际学校工作。

【信号】the plan is 自报计划。女生用 the plan is to work at an international school overseas 明确报出计划，the plan is... 这句"自报安排"就是答案信号，落点在"去海外国际学校教书"。

【替换】work at an international school overseas ↔ Teach overseas.  
海外国际学校工作=出国教书

**【排除】 A) 张冠李戴**

录音里 doing my master's 的硕士是男生的事; Do a master's degree. 把男生读硕士安到女生头上。女生说自己 still in my last year, 是要毕业去工作, 不是读硕。

借用原文: I'm only going to be there for a year, doing my master's

**B) 原词陷阱**

Settle down in England. 盗用了 England, 但录音说女生只是 after I get a year or so of the experience in England (先在英国积累一年经验) 就去海外, England 是过渡站不是定居地。

借用原文: after I get a year or so of the experience in England

**C) 原词陷阱**

录音里 I get to travel 确实念到, 但女生说的是"去海外教书顺带能旅行", travel 是工作带来的附加好处, 不是她"毕业后的计划"本身。C 项 Travel widely. 盗用 travel 把附带好处当成主计划。

借用原文: I get to travel

## Section C

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

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

<sup>1</sup> Scientists have identified thousands of known ant species around the world—and only a few of them bug humans. Most ants live in the woods or out in nature. There, they keep other creatures in check, distribute seeds, and clean dead and decaying materials from the ground. A very small percentage of ants do harm to humans. But those are incredibly challenging to control. They are small enough to easily slip inside your house, live in colonies that number in the tens of thousands to the hundreds of thousands, and reproduce quickly. That makes them good at getting in, and hard to kick out. Once they settle in, these insects start affecting your home. In addition to biting ants, other species can cause different kinds of damage. Some, like carpenter ants, can undermine a home's structure, while others interfere with electrical units. Unfortunately, our homes are very attractive to ants, because they provide everything the colony needs to survive, such as food, water, and shelter. So how can we prevent ants from getting into our homes? Most important of all, avoid giving ants any access to food, particularly sugary food, because ants have a sweet tooth. We also need to clean up spills as soon as they occur and store food in airtight containers. Even garbage attracts ants, so empty your trash as often as possible, and store your outside garbage in a lidded can, well away from doors and windows.

科学家已在全球范围内识别出数千种已知的蚂蚁物种, 其中只有少数会侵扰人类。大多数蚂蚁生活在树林或自然环境中。在那里, 它们控制其他生物的数量, 传播种子, 并清理地面上的死亡和腐烂物质。只有极小比例的蚂蚁会对人类造成危害。但这些蚂蚁极难控制。它们体型小到足以轻易溜进你的房子, 生活在数量达数

万到数十万只的群体中,且繁殖迅速。这使得它们善于入侵,却难以驱逐。一旦它们定居下来,这些昆虫就开始影响你的家。除了叮咬人的蚂蚁外,其他物种还会造成不同种类的损害。有些蚂蚁,如木匠蚁,会破坏房屋结构,而其他蚂蚁则会干扰电气设备。不幸的是,我们的家对蚂蚁非常有吸引力,因为它们提供了蚁群生存所需的一切,如食物、水和庇护所。那么我们如何防止蚂蚁进入我们的家呢?最重要的是,避免让蚂蚁接触到任何食物,特别是含糖食物,因为蚂蚁喜欢甜食。我们还需要在溢洒发生后立即清理,并将食物储存在密封容器中。即使是垃圾也会吸引蚂蚁,所以要尽可能频繁地清空垃圾,并将室外垃圾存放在带盖的垃圾桶中,远离门窗。

16. A) They help farmers keep diseases in check.  
B) Many species remain unknown to scientists.  
C) Only a few species cause trouble to humans.  
D) They live in incredibly well-organized colonies.

**【题目】** What does the passage say about ants?

**【翻译】** 这篇文章关于蚂蚁说了什么?

- A) 它们帮助农民控制疾病。 B) 许多种类仍然不为科学家所知。  
C) 只有少数种类给人类造成麻烦。 D) 它们生活在组织极其完善的群落中。

**【答案】** C (细节题) Only a few species cause trouble to humans.

**【定位】** Scientists have identified thousands of known ant species around the world—and only a few of them bug humans.

科学家已在全球辨识出数以千计的已知蚂蚁种类——而其中只有少数会侵扰人类。

**【信号】** 数量对比 **thousands 对 only a few**。这句用破折号把 thousands of known ant species 和 only a few of them bug humans 摆成强烈对比, 落点在 only a few 这个数量限定上, 正是题干要的关于蚂蚁的总括判断, 凭这个数量对比信号即可锁定它是答案句。

**【替换】** only a few of them bug humans ↔ **Only a few species cause trouble to humans**  
bug 替换成 cause trouble

**【排除】 A) 原词陷阱**

录音说蚂蚁在野外 keep other creatures in check (制衡其他生物)，选项把它偷换成 help farmers keep diseases in check (帮农民控制病害)，盗用了 keep...in check 这个原词组，但对象从其他生物换成 diseases、还凭空安上 farmers，答非所问。

借用原文：keep other creatures in check

**B) 未提及**

Many species remain unknown to scientists. 说很多种类科学家还不知道，但录音只说科学家已辨识出 thousands of known ant species (数以千计的已知种类)，从没说还有很多未知的，属无中生有；且 B 的 Many 与答案句 only a few 的数量取向正相反。

**D) 原词陷阱**

录音确实提到蚂蚁 live in colonies that number in the tens of thousands (群落数以万计)，但说的是数量庞大，并没说 well-organized (组织严密)。选项盗用 colonies 这个原词，却替它加上录音没有的组织严密的评价，把数量多偷换成有组织。

借用原文：live in colonies that number in the tens of thousands

- 
17. A) They are larger than many other species.  
B) They can cause damage to people's homes.  
C) They can survive a long time without water.  
D) They like to form colonies in electrical units.

**【题目】 What do we learn from the passage about carpenter ants?**

**【翻译】** 我们从这篇文章中了解到关于木蚁的什么信息？

- A) 它们比许多其他种类体型更大。 B) 它们会对人们的房屋造成损害。  
C) 它们可以在没有水的情况下长时间存活。 D) 它们喜欢在电气设备中形成群落。

**【答案】 B (细节题)** They can cause damage to people's homes.

**【定位】** Some, like carpenter ants, can undermine a home's structure, while others interfere with electrical units.

有些蚂蚁，比如木匠蚁，会破坏房屋的结构，而另一些则会干扰电器设备。

**【信号】 举例信号 like carpenter ants 直接点名。** 这句用 like carpenter ants 直接把木匠蚁拎出来举例，紧跟的 undermine a home's structure (破坏房屋结构) 就是它的专属描述；而句中 while others 之后讲的是另一类蚂蚁，凭 like + 专名这个举例信号即可锁定前半句才是木匠蚁的答案句。

**【替换】** undermine a home's structure ↔ cause damage to people's homes  
undermine structure 概括为 cause damage

**【排除】 A) 未提及**

They are larger than many other species. 说木匠蚁比许多种类大，但录音从头到尾没比较过木匠蚁的体型，属无中生有；它利用了考生对木匠蚁（carpenter 听着像大块头）的常识联想来骗选。

**C) 原词陷阱**

They can survive a long time without water. 说不喝水也能久活，录音讲蚂蚁时只说 our homes are very attractive to ants, because they provide everything the colony needs to survive, such as food, water, and shelter, 提到 water 是说房屋能提供水，根本没说蚂蚁能耐旱，属偷用 water 一词的无中生有。

借用原文：food, water, and shelter

**D) 张冠李戴**

录音确实说有蚂蚁 interfere with electrical units（干扰电器），但那是 while others 之后讲的另一类蚂蚁，不是木匠蚁；选项 They like to form colonies in electrical units. 把别种蚂蚁的电器危害安到木匠蚁头上，是典型张冠李戴，且 form colonies in 与 interfere with 含义也不同。

借用原文：others interfere with electrical units

- 
18. A) Deny them access to any food.  
B) Keep doors and windows shut.  
C) Destroy their colonies close by.  
D) Refrain from eating sugary food.

**【题目】 What can we do to prevent ants from getting into our homes?**

**【翻译】** 我们可以做些什么来防止蚂蚁进入我们的家中？

- A) 不让它们获取任何食物。 B) 保持门窗关闭。 C) 摧毁附近的蚂蚁群落。  
D) 避免食用含糖食物。

**【答案】 A**（细节题） Deny them access to any food.

**【定位】** Most important of all, avoid giving ants any access to food, particularly sugary food, because ants have a sweet tooth.

最重要的是，别让蚂蚁有任何接触食物的机会，尤其是甜食，因为蚂蚁爱吃甜。

**【信号】 强调信号 Most important of all 标出首要措施。** Most important of all（最重要的是）是明确的重要性强调信号，它后面紧跟的 avoid giving ants any access to food 就是录音主推的首要办法，凭这个强调词即可锁定它是答案句，而非后面罗列的清理洒漏、密封储存等次要措施。

**【替换】** avoid giving ants any access to food ↔ Deny them access to any food

avoid giving access 等于 deny access

**【排除】 B) 原词陷阱**

录音末尾提到把户外垃圾 well away from doors and windows (远离门窗存放), 盗用了 doors and windows 这个原词, 但说的是垃圾放远点、并非 Keep doors and windows shut (关紧门窗), 且这只是次要提醒, 不是被强调的首要办法。

借用原文: well away from doors and windows

**C) 未提及**

Destroy their colonies close by. 说捣毁附近的蚂蚁群落, 录音讲的防治全是断食源、清洒漏、密封食物、清垃圾, 从没说去捣毁群落, 属无中生有; 它利用 colonies 这个全篇高频词制造熟悉感骗选。

借用原文: live in colonies that number in the tens of thousands

**D) 偷换概念**

录音说 particularly sugary food 时, 是叮嘱别让蚂蚁接触食物、尤其甜食(管的是蚂蚁的食源), 选项 Refrain from eating sugary food. 却偷换成劝人自己别吃甜食, 盗用 sugary food 原词却把约束对象从蚂蚁改成了人, 答非所问。

借用原文: avoid giving ants any access to food, particularly sugary food

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

1 My research focus is on what happens to our immune system as we age. So the job of the immune system is to fight infections. It also protects us from viruses and from auto-immune diseases. We know that as we get older, it's easier for us to get infections. So, older adults have more chances of falling ill. This is evidence that our immune system really doesn't function so well when we age. In most of our work when we're looking at older adults who've got an illness, we always have to have health controls. So we work very closely with a great group of volunteers called "The 1,000 Elders." These volunteers are all 65 or over but in good health. They come to the university to provide us with blood samples, to be interviewed and to help us carry out a whole range of research. The real impact of our research is going to be on health in old age. At the moment we're living much longer, life expectancy is increasing at two years for every decade. That means an extra five hours a day. I want to make sure that older adults are still able to enjoy their old age and that they're not spending time in hospital with infections, feeling unwell and being generally weak. We want people to be healthy even when they are old.

我的研究重点是随着年龄增长我们的免疫系统会发生什么变化。免疫系统的作用是对抗感染。它还保护我们免受病毒和自身免疫性疾病的侵害。我们知道随着年龄增长,我们更容易受到感染。因此,老年人有更多机会生病。这证明了当我们衰老时,免疫系统确实功能不太好。在我们的大部分工作中,当我们研究患病的老年人时,我们总是必须有健康对照组。因此我们与一个名为'千位长者'的优秀志愿者团体密切合作。这些志愿者都在65岁或以上但身体健康。他们来到大学为我们提供血液样本,接受访谈,并帮助我们开展各种研究。我们研究的真正影响将体现在老年健康上。目前我们的寿命更长了,预期寿命每十年增加两年。这意味着每天额外增加五个小时。我想确保老年人仍然能够享受他们的晚年,而不是把时间花在医院里应对感染、感觉不适和普遍虚弱。我们希望人们即使在年老时也能保持健康。

19. A) The function of the human immune system.  
B) The cause of various auto-immune diseases.  
C) The viruses that may infect the human immune system.  
D) The change in people's immune system as they get older.

**【题目】 What is the focus of the speaker's research?**

**【翻译】** 说话者的研究重点是什么？

- A) 人体免疫系统的功能。 B) 各种自身免疫性疾病的病因。  
C) 可能感染人体免疫系统的病毒。 D) 人们的免疫系统随着年龄增长而发生的变化。

**【答案】 D** (主旨题) The change in people's immune system as they get older.

**【定位】** My research focus is on what happens to our immune system as we age.

我的研究重点是，随着我们变老，免疫系统会发生什么变化。

**【信号】 开头自报研究方向。** 答案句是录音第一句，说话人用 My research focus is on (我的研究重点是) 直接自报家门——这种“开门见山报主题”的句子就是主旨题的答案信号，不必等后文。

**【替换】** what happens to our immune system as we age ↔

**The change in people's immune system as they get older**

换词说同一件事

**【排除】 A) 原词陷阱**

录音确实念了 the job of the immune system is to fight infections, A 的 The function of the human immune system. 借这个“功能”做诱饵；但“免疫系统的功能”只是讲述中的一笔背景，研究的 focus 是“变老带来的变化”，A 把背景当成了主题。

借用原文：It also protects us from viruses and from auto-immune diseases

**B) 原词陷阱**

录音提到 from auto-immune diseases, B 的 The cause of various auto-immune diseases. 就抓住 auto-immune 这个原词；但说话人只是把自身免疫病列为免疫系统要防的东西之一，从没说要研究“它们的病因”，B 是无中生有地造了个研究方向。

借用原文：It also protects us from viruses and from auto-immune diseases

**C) 原词陷阱**

录音说 It also protects us from viruses, C 的 The viruses that may infect the human immune system. 就借 viruses 设套；但原文是“免疫系统保护我们免受病毒”，C 却说成“研究感染免疫系统的病毒”，方向反了也偏了，并非研究重点。

借用原文：So the job of the immune system is to fight infections

20. A) Report their illnesses.  
B) Offer blood samples.  
C) Act as research assistants.  
D) Help to interview patients.

**【题目】 What are the volunteers asked to do in the research?**

**【翻译】** 研究中要求志愿者做什么？

A) 报告他们的疾病情况。 B) 提供血液样本。 C) 担任研究助理。 D) 帮助采访患者。

**【答案】 B** (细节题) Offer blood samples.

**【定位】** They come to the university to provide us with blood samples, to be interviewed and to help us carry out a whole range of research.

他们来到大学，为我们提供血样、接受访谈，并帮助我们开展一系列研究。

**【信号】 列举志愿者所做之事。** 答案句紧跟在介绍 a great group of volunteers called "The 1,000 Elders" 之后，用 to provide us with blood samples, to be interviewed and to help us 一连串动词不定式列举志愿者做的事——这种"to do, to do and to do"的并列罗列就是细节题的答案信号。

**【替换】** to provide us with blood samples ↔ **Offer blood samples**

同义动词替换

**【排除】 A) 答非所问**

录音说志愿者 to be interviewed (接受访谈)，A 的 Report their illnesses. (报告病情) 听着像"被访谈"的内容，但原文从没说志愿者报告病情；而且这群 1,000 Elders 是健康对照组，不是病人，没有病情可报。

**C) 原词陷阱**

录音说志愿者 to help us carry out a whole range of research (帮我们开展研究)，C 的 Act as research assistants. 借 research 把"帮忙开展研究"夸大成"担任研究助理"；志愿者是被研究、配合研究的对象，不是助理身份，C 把"帮忙"拔高成了"职务"。

借用原文：to help us carry out a whole range of research

**D) 张冠李戴**

录音说志愿者 to be interviewed (被访谈，是受访方)，D 的 Help to interview patients. 借 interview 这个原词，却把志愿者说成"帮忙访谈患者" (变成访谈方)；被访 vs 主访方向反了，且原文没提让志愿者去访谈病人。

借用原文：to be interviewed

21. A) Strengthening people's immunity to infection.  
B) Better understanding patients' immune system.  
C) Helping improve old people's health conditions.  
D) Further reducing old patients' medical expenses.

**【题目】** What does the speaker say will be the impact of his research?

**【翻译】** 说话者认为他的研究会产生什么影响?

- A) 增强人们对感染的免疫力。 B) 更好地理解患者的免疫系统。  
C) 帮助改善老年人的健康状况。 D) 进一步降低老年患者的医疗费用。

**【答案】** C (细节题) Helping improve old people's health conditions.

**【定位】** The real impact of our research is going to be on health in old age.

我们研究真正的影响，将体现在老年期的健康上。

**【信号】** 原词 **impact** 直接点出。答案句直接用了题干同款词 The real impact of our research——录音念出 impact 这个关键词，紧跟其后的 on health in old age 就是影响的具体落点，这种“题干词原样出现”是细节题最强的定位信号。

**【替换】** on health in old age ↔ Helping improve old people's health conditions

名词短语展开为动作描述

**【排除】** A) **原词陷阱**

录音多次念 infection (如 fight infections、not spending time in hospital with infections)，A 的 Strengthening people's immunity to infection. 借 infection 设套；但研究的 impact 是更上位的“老年健康”，“增强抗感染免疫力”只是手段之一，A 把整体影响缩成了一个点。

借用原文：not spending time in hospital with infections

B) **原词陷阱**

录音通篇讲 immune system，B 的 Better understanding patients' immune system. 借这个高频词；但“更好理解免疫系统”是研究的过程 / 内容，不是说话人所说的 impact (影响落在老年健康上)，B 把“研究内容”当成了“研究影响”。

借用原文：My research focus is on what happens to our immune system as we age

D) **未提及**

D 的 Further reducing old patients' medical expenses. 说“降低老年患者医疗费用”，听着合理（少生病自然少花钱），但录音从头到尾没提钱、没提 expenses；这是用“少住院=省钱”的常识脑补出来的，属原文未提。

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

1 When Ted Komada started teaching 14 years ago at Killip Elementary, he didn't know how to manage a classroom and was struggling to connect with students. He noticed a couple of days after school that a group of kids would get together to play chess. "I know how to play chess. Let me go and show these

kids how to do it," he said. Now Komada coaches the school's chess team. The whole program started as a safe place for kids to come after school. And this week dozens of those students are getting ready to head out to Nashville Tennessee, to compete with about 5,000 other young people at the SuperNationals of chess. The competition only happens every four years and the last time the team went, they won the third place in the nation. Komada says chess gives him, and his students, control. The school has the highest number of kids from low-income families. Police frequent the area day and night, as two months ago, a young man was shot just down the street. Komada likes to teach his students that they should think about their move before they do it. The lessons prove valuable outside the classroom as well. Many parents see these lessons translate into the real world. Students are more likely to think about their actions and see whether they will lead to trouble.

14年前Ted Komada开始在Killip小学任教时，他不知道如何管理课堂，也很难与学生建立联系。他注意到放学后有几天，一群孩子会聚在一起下国际象棋。“我会下国际象棋，让我去教这些孩子怎么下，”他说。现在Komada执教学校的国际象棋队。整个项目最初是作为孩子们放学后的一个安全场所。本周，数十名学生正准备前往田纳西州Nashville，与大约5000名其他年轻人一起参加国际象棋SuperNationals比赛。这项赛事每四年才举办一次，上次该队参赛时，他们赢得了全国第三名。Komada说，国际象棋给了他和他的学生掌控感。这所学校拥有最多来自低收入家庭的孩子。警察日夜频繁巡逻该地区，因为两个月前，就在街道下面有一名年轻人遭到枪击。Komada喜欢教导学生在行动之前要思考自己的举动。这些教训在课堂之外也证明是有价值的。许多家长看到这些教训转化到现实世界中。学生更可能思考自己的行为，并考虑这些行为是否会导致麻烦。

22. A) His students had trouble getting on with each other.  
B) A lot of kids stayed at school to do their homework.  
C) His students were struggling to follow his lessons.  
D) A group of kids were playing chess after school.

**【题目】** What did Ted Komada notice one day after he started teaching at Killip Elementary?

**【翻译】** Ted Komada 在 Killip 小学开始任教后的某一天注意到了什么？

- A) 他的学生们彼此相处有困难。 B) 很多孩子放学后留在学校做作业。  
C) 他的学生们难以跟上他的课程。 D) 一群孩子放学后在下国际象棋。

**【答案】** D (细节题) A group of kids were playing chess after school.

**【定位】** He noticed a couple of days after school that a group of kids would get together to play chess.  
放学后过了几天，他注意到一群孩子会聚到一起下国际象棋。

**【信号】** 动词 **noticed** 直接领出观察内容。录音里 He noticed a couple of days after school that a group of kids would get together to play chess 用了与题干同一个动词 noticed，它后面 that 引导的从句就是“他注意到的内容”，是这种细节题最可靠的定位信号——题干怎么问，原文就用同一个动词把答案领出来。

【替换】 a group of kids would get together to play chess ↔

**A group of kids were playing chess after school**

几乎同词同义，仅时态与措辞微调

a couple of days after school ↔ **after school**

时间状语对应，概括化处理

【排除】 A) **张冠李戴**

His students had trouble getting on with each other 说学生彼此关系差，但录音里有 trouble 一词其实出现在“老师自己”刚来时的困难上，并没有说学生之间相处不好，属于把“困难”安错了对象。

借用原文：he didn't know how to manage a classroom and was struggling to connect with students

B) **偷换概念**

A lot of kids stayed at school to do their homework 借用了原文“放学后孩子们聚在学校”这个背景，却把他们做的事从“下棋”偷换成“写作业”，原文根本没提 homework。

借用原文：a group of kids would get together to play chess

C) **原词陷阱**

His students were struggling to follow his lessons 偷了原文里的 struggling 一词制造“听到就想选”的诱惑，但原文 was struggling to connect with students 说的是老师难以与学生建立联系，不是学生跟不上课。

借用原文：was struggling to connect with students

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23. A) Visit a chess team in Nashville.

B) Join the school's chess team.

C) Participate in a national chess competition.

D) Receive training for a chess competition.

【题目】 **What are dozens of students from Komada's school going to do this week?**

【翻译】 Komada 所在学校的数十名学生本周将做什么？

A) 访问 Nashville 的一支国际象棋队。 B) 加入学校的国际象棋队。

C) 参加全国国际象棋比赛。 D) 接受国际象棋比赛的培训。

【答案】 **C** (细节题) Participate in a national chess competition.

【定位】 And this week dozens of those students are getting ready to head out to Nashville Tennessee, to compete with about 5,000 other young people at the SuperNationals of chess.

而这周，数十名这样的学生正准备动身前往田纳西州的纳什维尔，与大约5000名其他年轻人在国际象棋超级全国赛上同场竞技。

【信号】 **时间词 this week 与题干完全撞上。** 录音里 this week dozens of those students are getting ready to head out to Nashville 中的 this week 与题干 this week 一字不差，听到这个时间词就该立刻锁定这句——它正是交代“这周要做什么”的答案句。

【替换】 to compete with about 5,000 other young people at the SuperNationals of chess ↔

**Participate in a national chess competition**

compete=participate in competition, SuperNationals=national

【排除】 A) **原词陷阱**

Visit a chess team in Nashville 偷了原文地名 Nashville 制造熟悉感，但学生是去那里“参赛”（compete），不是去“拜访一支棋队”，动作被改了。

借用原文：head out to Nashville Tennessee, to compete with about 5,000 other young people

B) **偷换概念**

Join the school's chess team 利用了原文反复出现的 chess team，但录音里这支校队早已存在、学生本就是队员，这周是去比赛，不是“加入”棋队。

借用原文：Now Komada coaches the school's chess team

D) **偷换概念**

Receive training for a chess competition 与 C 共用 competition 一词，迷惑性强，但原文说的是这周直接去 compete（比赛），不是 receive training（接受训练），把“参赛”降级成了“备赛训练”。

借用原文：are getting ready to head out to Nashville Tennessee, to compete

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24. A) Most of them come from low-income families.

B) Many have become national chess champions.

C) A couple of them have got involved in crimes.

D) Many became chess coaches after graduation.

【题目】 **What do we learn about the students of Killip Elementary?**

【翻译】 关于 Killip 小学的学生们我们了解到什么？

A) 他们大多数来自低收入家庭。 B) 许多人成为了全国国际象棋冠军。

C) 他们中有几个人曾卷入犯罪。 D) 许多人毕业后成为了国际象棋教练。

【答案】 **A**（细节题） Most of them come from low-income families.

【定位】 The school has the highest number of kids from low-income families.

这所学校拥有最多来自低收入家庭的孩子。

【信号】 **直接陈述学生群体背景的客观句。** 录音 The school has the highest number of kids from low-income families 是全篇唯一正面描述学生整体背景的句子，没有转折也没有问答，就是平铺直叙地交代这群孩子的家庭情况，因而是本题答案句。

【替换】 the highest number of kids from low-income families ↔

**Most of them come from low-income families**

the highest number of=most, 原词 low-income 保留

**【排除】 B) 过度推断**

Many have become national chess champions 借了原文的赛事背景，却把成绩夸大：录音只说上次参赛 they won the third place in the nation（全国第三），并没有说学生成了 champions（冠军）。

借用原文：they won the third place in the nation

**C) 张冠李戴**

A couple of them have got involved in crimes 偷了原文“街上有人中枪、警察常来”的负面背景，但原文说的是学校周边治安差，并没有说学生本人卷入犯罪，主体被偷换。

借用原文：two months ago, a young man was shot just down the street

**D) 原词陷阱**

Many became chess coaches after graduation 偷了原文里描述老师的 coach 一词，但录音只说 Komada 是棋队教练，从没说学生毕业后当了教练，属无中生有。

借用原文：Now Komada coaches the school's chess team

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25. A) Actions speak louder than words.  
B) Think twice before taking action.  
C) Translate their words into action.  
D) Take action before it gets too late.

**【题目】 What have the students learned from Komada?**

**【翻译】** 学生们从 Komada 那里学到了什么？

- A) 行动胜于言辞。 B) 三思而后行。 C) 将言辞转化为行动。  
D) 在为时已晚之前采取行动。

**【答案】 B**（细节题） Think twice before taking action.

**【定位】** Komada likes to teach his students that they should think about their move before they do it.  
科马达喜欢教导学生，在行动之前要先想清楚自己要走哪一步。

**【信号】 teach...that 引出的教导内容，should 标出主张。**录音 Komada likes to teach his students that they should think about their move before they do it 用 teach...that 直接引出他教学生的核心理由，其中 should...before（先想再做）就是这句的主张落点，是态度 / 道理类细节题最该抓的信号词。

**【替换】** they should think about their move before they do it ↔ **Think twice before taking action**  
think...before do=think twice before taking action  
Students are more likely to think about their actions and see whether they will lead to trouble ↔  
**Think twice before taking action**  
三思的结果印证同一道理

【排除】A) 答非所问

Actions speak louder than words 把谚语硬套进来，但原文 think about their move before they do it 强调的是“先思考”，与“行动比言语更响”完全不是一回事，方向偏了。

C) 原词陷阱

Translate their words into action 偷了原文 Many parents see these lessons translate into the real world 里的 translate 制造熟悉感，但原文说的是“课堂上的道理转化到现实里”，不是“把话语变成行动”，含义被歪曲。

借用原文：Many parents see these lessons translate into the real world

D) 与原文相反

Take action before it gets too late 强调“趁早赶紧行动”，恰与原文 think about their move before they do it（先想清楚再动手）相反，等于劝人别多想快动手，极性反了。

借用原文：they should think about their move before they do it

SENTENCE INSIGHTS • 句子精讲

## 21 句真题句逐层精讲

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

James said that waves in the San Francisco Bay hitting him in the face 30 minutes into his swim made him want to give up.

第1段，第4句

本句包含多种成分：主谓宾结构、宾语从句、使役动词的宾语加宾语补足语结构、介词短语作定语、现在分词短语作定语。尤其主语带长修饰语导致主谓分离，以及make somebody do的使役结构，都是学生容易混淆的练习点，成分种类较丰富且有一定训练价值。

He had the event covered on TV.

第2题，D

本句涵盖了主语、谓语、宾语和宾语补足语四种核心成分，其中使役动词结构和宾语补足语的识别是考试中的常见易错点，具有较高的训练价值。

On the 1st of January, new regulations will come into effect which eliminate an annual leave bonus for people who put off marrying until the age of 23 for women, and 25 for men, the South China Morning Post reports.

第1段，第1句

本句覆盖主谓结构、时间状语、限制性定语从句（两层嵌套）、关系代词在从句中充当主语、动名词作宾语、介词短语作定语和时间状语等多种成分。两层定语从句的嵌套关系是易错点，学习者常混淆各从句的修饰对象。句末插入语也是需要识别的成分。成分丰富且有典型易错场景，训练价值较高。

The holiday bonus was designed to encourage young people to delay getting married in line with China's one-child policy.

第1段，第2句

被动语态 + 不定式目的状语是四六级和考研阅读中的常见句式，且本句展示了不定式作宾语补足语、动名词作宾语等多层非谓语结构的典型搭配，代表性较强，掌握后可迁移到大量类似句子。

In Beijing, one registration office had about 300 couples seeking to get married the day after the changes were announced, rather than the usual number of between 70 and 80.

第1段，第5句

句子展现了新闻报道和考试阅读中常见的信息密集型结构：主句陈述事实，配合时间状语从句交代背景，宾语带后置定语增加细节，句末用对比状语突出重点。这种“事实陈述+时间背景+数据对比”的组合在四六级和考研真题的社会新闻类文章中频繁出现，掌握后可以迁移到类似句型。

Aside from cleaning-up, the two will also cook breakfast and even get coffee and painkillers for recovering merry-makers.

第1段，第4句

本句涵盖了主语、并列谓语、多个宾语（breakfast以及coffee and painkillers）、两处状语（句首介词短语和句末介词短语）、定语（recovering修饰merry-makers），成分种类较为丰富。特别是谓语并列结构和介词短语作状语的用法，对基础学习者具有一定练习价值，但句子整体难度不高，没有特别密集的易错点。

It takes a lot of time to prepare.

第6题，A

"It takes ... to do" 是四六级和考研阅读中高频出现的句式，用于表达做某事所需的时间或代价，掌握后可迁移到大量类似结构，典型性很强。

Then, after the exam, they printed out my result, but I was afraid to open it until I was outside.

第2段，第5句

本句呈现 "并列主句 + 嵌套状语从句" 的混合结构,是四六级和考研阅读中的高频句式。"but" 连接并列转折、"until" 引导时间状语从句、"be afraid to do" 固定搭配,均为常考语法点。掌握本句结构后,学生可将其迁移至大量同类复合句的分析中,典型性较高。

Now, all you have to do next is your road test.

第3段，第6句

本句涵盖主系表结构、定语从句省略关系代词、情态表达、时间状语等多种成分，且定语从句嵌套在主语中是较典型的易错点。适合练习如何识别省略关系代词的定语从句、如何区分从句谓语与主句谓语，训练价值中等偏上。

And I can't wait for my next session, although the lessons are rather expensive, £20 an hour.

第4段，第5句

情态动词加让步状语从句的组合在四六级和考研阅读中非常常见,属于高频句式。掌握 "although" 引导的让步关系和情态动词表达情感态度的用法后,可迁移到大量类似真题句子,实用性强。

Anyway, I'm only going to be there for a year, doing my master's.

第3段，第2句

be going to 将来时 + 地点状语 + 时间状语是日常表达常见句式,现在分词作伴随状语也较典型,但整体结构过于简单,在考试中出现频率一般,典型性中等

Finally, I'll be done with my studies, and could go on to earning loads of money.

第4段，第4句

并列句 + 主语省略 + 被动语态 + 情态动词结构，均为四六级和考研常考句式。"go on to doing" 固定搭配、被动语态的将来时、情态动词表推测或能力，这些结构在真题中高频出现，学生掌握后可广泛迁移。

Apply to an American university.

第13题，A

祈使句在日常口语和应用文中常见，但在四六级或考研阅读真题中出现频率较低，结构过于简单，迁移价值有限。

That makes them good at getting in, and hard to kick out.

第1段，第7句

句子完整呈现了“使动词加宾语加补足语”的结构，两个宾语补足语内部又分别嵌入了“介词加动名词”短语 (at getting in) 和“动词不定式”短语 (to kick out)，适合练习区分宾语补足语与状语、区分动名词和不定式作形容词补足语这几个容易混淆的点。

In addition to biting ants, other species can cause different kinds of damage.

第1段，第9句

句首状语加主谓宾结构是四六级和考研阅读中的常见句式，情态动词的使用也属于基础语法范畴，具有一定的典型性和迁移价值，掌握后可应用于类似结构的句子理解。

So how can we prevent ants from getting into our homes?

第1段，第12句

特殊疑问句加情态动词加及物动词带介词短语状语，是四六级与考研阅读中高频出现的实用句式，疑问句倒装和 prevent from 结构均为常考语法点，掌握后可广泛迁移。

What can we do to prevent ants from getting into our homes?

第18题题干

疑问词引导的特殊疑问句 + 情态动词 + 不定式目的状语是四六级和考研阅读中的高频组合，句式典型且迁移性强；学生掌握后可应用于大量类似疑问句的理解与仿写，实用价值较高。

### Refrain from eating sugary food.

第18题, D

祈使句在考试中常见,且"动词 + from + 动名词"是高频结构(如 prevent/stop/keep from doing)。但本句结构过于简洁,缺少从句或复杂修饰,作为代表性例句略显单薄。掌握后可迁移到同类固定搭配,但迁移范围有限。

### They come to the university to provide us with blood samples, to be interviewed and to help us carry out a whole range of research.

第1段, 第10句

主句加并列不定式作目的状语是常见结构,在四六级和考研阅读中经常出现,具有一定代表性;但本句结构较为单一,没有从句嵌套或复杂修饰,与真题中更复杂的长难句相比典型性中等,学生掌握后可复用到类似简单句的分析,但迁移范围有限。

### His students had trouble getting on with each other.

第22题, A

have trouble doing sth 是四六级及考研阅读中常见的固定搭配,动名词短语作定语修饰抽象名词的结构也具有一定代表性,学生掌握后可在遇到类似结构时快速识别,具有中等程度的迁移价值。

### Think twice before taking action.

第25题, B

祈使句 + 时间状语从句 (before/after/when等引导) 是常见的实用句式,在口语和写作中频繁出现,具有较好的代表性。掌握这一结构后可以迁移到大量类似场景 (如 Check carefully before submitting 等)。但相比复杂的定语从句嵌套、强调句等典型考试句式,这一结构相对简单直接。

HIGH-FREQUENCY • 真题高频词

## 本卷出现的 144 个英语四级真题高频词

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

**system** A2

n. 系统

本卷7次·真题 162 句

**immune** B2

adj. 有免疫力的

本卷7次·真题 17 句

**species** B2

n. 物种

本卷5次·真题 51 句

**would** A1

aux. (will 的过去式) 将要, 会

本卷4次·真题 466 句

**policy** B1

n. 政策

本卷4次·真题 61 句

**driving** A2

n. 驾驶

本卷4次·真题 29 句

**infection** B2

n. 传染

本卷4次·真题 13 句

**struggle** B1

v. 奋斗

本卷3次·真题 54 句

**settle** B1

v. 解决 (争端、问题)

本卷3次·真题 17 句

**tuition** B2

n. 学费

本卷3次·真题 14 句

**instructor** B1

n. 教练

本卷3次·真题 12 句

**bonus** B1

n. 奖金, 红利

本卷3次·真题 11 句

**effect** A2

n. 影响

本卷2次·真题 156 句

**local** A2

adj. 当地的

本卷2次·真题 150 句

**better** A1

adj. 更好的 (good 的比较级)

本卷2次·真题 139 句

**focus** B1

n. 重点

本卷2次·真题 107 句

**impact** B2

n. 影响

本卷2次·真题 98 句

**access** B1

n. 进入

本卷2次·真题 83 句

**apply** A2

v. 申请

本卷2次·真题 58 句

**reward** B1

n. 报酬

本卷2次·真题 56 句

**damage** B1

n. 损害

本卷2次·真题 55 句

**demand** B1

v. 坚决要求

本卷2次·真题 50 句

**extra** A2

adj. 额外的

本卷2次·真题 48 句

**function** B1

n. 功能

本卷2次·真题 46 句

**theory** B1

n. 理论

本卷2次·真题 31 句

**earn** A2

v. 赚得, 挣得 (金钱)

本卷2次·真题 28 句

**understanding** B1

n. 理解; 领悟

本卷2次·真题 28 句

**request** B1

n. 请求

本卷2次·真题 26 句

**central** B1

adj. 主要的

本卷2次·真题 24 句

**survive** B1

v. 幸存

本卷2次·真题 24 句

**annual** B1

adj. 每年的, 年度的

本卷2次·真题 19 句

**graduation** B1

n. 毕业

本卷2次·真题 18 句

**married** A1

adj. 已婚的

本卷2次·真题 16 句

**register** B1

v. 登记, 注册

本卷2次·真题 16 句

**regulation** B2

n. 规则, 条例

本卷2次·真题 16 句

**garbage** B1

n. 垃圾

本卷2次·真题 12 句

**procedure** B2

n. 程序

本卷2次·真题 12 句

**mess** B1

n. 脏乱, 杂乱

本卷2次·真题 11 句

**incredibly** B2

adv. 极其, 非常 (表示程度)

本卷2次·真题 10 句

**scholarship** B2

n. 奖学金

本卷2次·真题 9 句

**sugary** B2

adj. 含糖的

本卷2次·真题 9 句

**virus** B1

n. 病毒 (引起疾病的微生物)

本卷2次·真题 9 句

**likely** A2

adj. 很可能的

本卷1次·真题 224 句

**benefit** B1

n. 好处

本卷1次·真题 169 句

**actually** A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷1次·真题 148 句

**design** B1

n. 设计

本卷1次·真题 132 句

**reduce** B1

v. 减少, 降低 (数量、大小、程度等)

本卷1次·真题 118 句

**affect** B1

v. 影响

本卷1次·真题 113 句

**decade** B1

n. 十年

本卷1次·真题 99 句

**according** B1

prep. 根据

本卷1次·真题 88 句

**least** A2

det. 最少的

本卷1次·真题 84 句

**rate** A2

n. 速度

本卷1次·真题 78 句

**growth** B1

n. 增长

本卷1次·真题 77 句

**material** B1

n. 材料

本卷1次·真题 69 句

**event** A2

n. 事件

本卷1次·真题 66 句

**involve** B1

v. 包含

本卷1次·真题 65 句

**current** B1

adj. 现在的

本卷1次·真题 64 句

**economic** B2

adj. 经济的

本卷1次·真题 62 句

**seek** B1

v. 寻找

本卷1次·真题 56 句

**identify** B1

v. 识别

本卷1次·真题 54 句

**generally** B1

adv. 通常, 一般地

本卷1次·真题 53 句

**evidence** B1

n. 证据

本卷1次·真题 52 句

**perform** B1

v. 执行

本卷1次·真题 52 句

**various** B1

adj. 各种各样的

本卷1次·真题 52 句

**nation** B1

n. 国家

本卷1次·真题 51 句

**easily** A2

adv. 容易地

本卷1次·真题 47 句

**boost** B2

v. 提高

本卷1次·真题 46 句

**exist** A2

v. 存在;实际上有

本卷1次·真题 46 句

**mainly** B1

adv. 主要地

本卷1次·真题 45 句

**harm** B1

n. 伤害

本卷1次·真题 44 句

**adopt** B1

v. 采纳

本卷1次·真题 41 句

**attract** B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 41 句

**further** B1

adv. 更远地

本卷1次·真题 41 句

**range** B1

n. 范围

本卷1次·真题 41 句

**launch** B1

v. 推出

本卷1次·真题 39 句

**particularly** B2

adv. 尤其, 特别 (强调某事物)

本卷1次·真题 39 句

**talent** B1

n. 天赋

本卷1次·真题 39 句

**working** A2

adj. 有工作的

本卷1次·真题 39 句

**aim** B1

v. 瞄准

本卷1次·真题 38 句

**quickly** A2

adv. 快速地

本卷1次·真题 38 句

**finally** A2

adv. 终于, 最终

本卷1次·真题 36 句

**occur** B1

v. 发生, 出现

本卷1次·真题 36 句

**hire** A2

v. 雇用

本卷1次·真题 35 句

**graduate** B1

n. 毕业生

本卷1次·真题 34 句

**assistant** A2

n. 助手

本卷1次·真题 30 句

**delay** B1

n. 延迟

本卷1次·真题 30 句

**expense** B1

n. 花费

本卷1次·真题 28 句

**valuable** B1

adj. 贵重的

本卷1次·真题 28 句

**addition** A2

n. 增加

本卷1次·真题 25 句

**participate** B1

v. 参加

本卷1次·真题 25 句

**yeah** A1

intj. 是的

本卷1次·真题 25 句

**announce** B1

v. 宣布

本卷1次·真题 24 句

**container** B1

n. 容器

本卷1次·真题 24 句

**former** B1

adj. 以前的, 从前的

本卷1次·真题 24 句

**strengthen** B2

v. 加强

本卷1次·真题 24 句

**highway** B1

n. 公路

本卷1次·真题 23 句

**legal** B1

adj. 法律的

本卷1次·真题 23 句

**crime** A2

n. 犯罪行为

本卷1次·真题 22 句

**closely** B1

adv. 紧密地

本卷1次·真题 21 句

**document** B1

n. 文件

本卷1次·真题 20 句

**efficiency** B2

n. 效率

本卷1次·真题 20 句

**fee** B1

n. 费用

本卷1次·真题 20 句

**journey** A2

n. 旅行, 旅程

本卷1次·真题 20 句

**locate** B1

v. 找到;找出...的位置

本卷1次·真题 20 句

**structure** B1

n. 结构

本卷1次·真题 20 句

**unfortunately** B1

adv. 不幸地

本卷1次·真题 20 句

**compete** B1

v. 竞争

本卷1次·真题 18 句

**okay** A2

adj. 可以的

本卷1次·真题 18 句

**remind** A2

v. 提醒

本卷1次·真题 18 句

**trash** A2

n. 垃圾

本卷1次·真题 18 句

**player** A2

n. 运动员

本卷1次·真题 17 句

**challenging** B2

adj. 有挑战性的

本卷1次·真题 16 句

**eliminate** B2

v. 消除

本卷1次·真题 16句

**frequent** B1

adj. 频繁的

本卷1次·真题 16句

**immediate** B2

adj. 立即的, 即刻的

本卷1次·真题 16句

**attractive** B1

adj. 有吸引力的

本卷1次·真题 15句

**percentage** B1

n. 百分比, 百分率

本卷1次·真题 15句

**previously** B1

adv. 以前, 先前 (指过去某个时间)

本卷1次·真题 15句

**calm** B1

adj. 平静的

本卷1次·真题 14句

**creature** B1

n. 生物

本卷1次·真题 14句

**load** B1

n. 负载

本卷1次·真题 14句

**sample** B1

n. 样品

本卷1次·真题 14句

**unknown** B1

adj. 未知的

本卷1次·真题 14句

**employ** B1

v. 雇用

本卷1次·真题 13句

**enjoyable** B1

adj. 令人愉快的

本卷1次·真题 13句

**overseas** B1

adv. 在海外

本卷1次·真题 13句

**recover** B1

v. 恢复健康

本卷1次·真题 13句

**session** B1

n. 会议;会期

本卷1次·真题 13句

**shoot**

A2

v. 射击

本卷1次·真题 13 句

**wave**

A2

n. 波浪

本卷1次·真题 13 句

**flood**

B1

n. 洪水

本卷1次·真题 12 句

**incentive**

B2

n. 激励

本卷1次·真题 12 句

**deny**

B1

v. 否认

本卷1次·真题 11 句

**shelter**

B1

n. 遮蔽处

本卷1次·真题 11 句

**distribute**

B2

v. 分发

本卷1次·真题 10 句

**relief**

B1

n. 宽慰

本卷1次·真题 10 句

**dispute**

B2

n. 争论

本卷1次·真题 9 句

**exhausted**

B1

adj. 精疲力竭的

本卷1次·真题 9 句

**expectancy**

C1

n. 预期寿命

本卷1次·真题 9 句

**genius**

B2

n. 天才

本卷1次·真题 9 句

**interfere**

B2

v. 干涉, 介入 (他人事务)

本卷1次·真题 9 句

**outstanding**

B2

adj. 杰出的, 出色的

本卷1次·真题 9 句

**slip**

B1

v. 滑倒

本卷1次·真题 9 句

**qualify**

B2

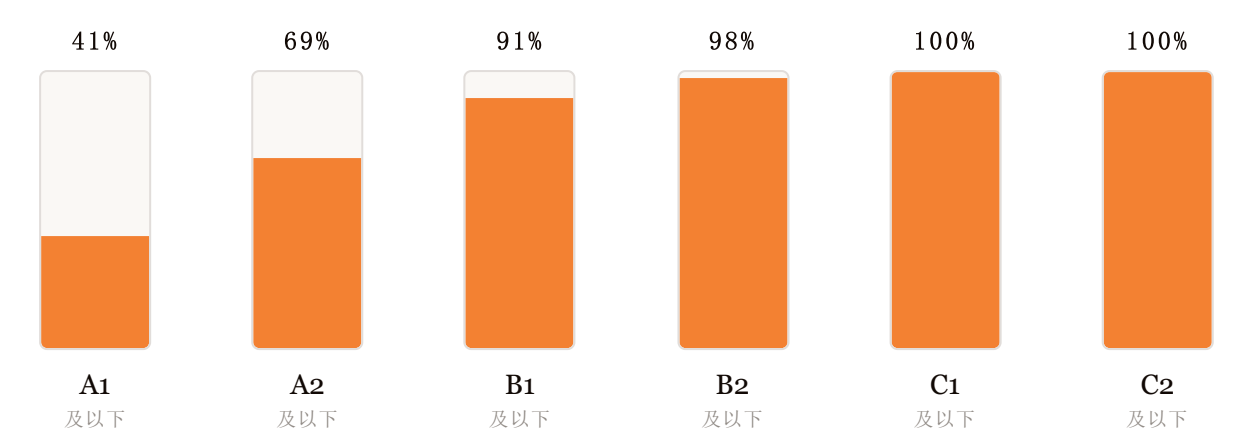
v. 使具备资格;取得资格

本卷1次·真题 8 句

VOCABULARY • 词汇难度分布

全卷录音原文 **589** 词按 **CEFR** 难度累积覆盖

全卷录音原文去重后共 **589** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本卷共 11 个·约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 589 个·末柱为 100%

去重总词数

**589**

B2 以上难词

**2%**

B1 及以下覆盖

**91%**

英语四级 2019年6月·第1套 · 全卷构成

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