

► 在线收听本套听力音频

录音原声不在纸面（本 PDF 仅含听力卷面题号与选项）。手机或电脑访问下方页面，即可在线播放完整听力原声：

<https://english-exam.lazynote.cn/cet4/paper/2019-06-1/?f=p>

四级 · 真题卷第1套 · 2019年6月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a news report to *your campus newspaper* on a visit to a local farm organized by your Student Union. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

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

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

1. A) 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.
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.

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

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.
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.

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

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

Section B

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

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

- | | |
|---|--|
| 8. A) He 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. |
| 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. |
| 10. A) They are tough. | C) They are helpful. |
| B) They are costly. | D) They are too short. |
| 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. |

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

- | | |
|---|---|
| 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. |
| 13. A) Apply to an American university. | C) Perform in a famous musical. |
| B) Do research on higher education. | D) Pursue postgraduate studies. |
| 14. A) His favorable recommendations. | C) His academic excellence. |
| B) His outstanding musical talent. | D) His unique experience. |

15. A) Do a master's degree. C) Travel widely.
B) Settle down in England. D) Teach overseas.

Section C

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

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

16. A) 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.
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.
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.

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

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

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

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.
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.
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.
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.

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.

The center of American automobile innovation has in the past decade moved 2,000 miles away. It has 26 from Detroit to Silicon Valley, where self-driving vehicles are coming into life.

In a 27 to take production back to Detroit, Michigan lawmakers have introduced 28 that could make their state the best place in the country, if not the world, to develop self-driving vehicles and put them on the road.

"Michigan's 29 in auto research and development is under attack from several states and countries which desire to 30 our leadership in transportation. We can't let that happen," says Senator Mike Kowall, the lead 31 of four bills recently introduced.

If all four bills pass as written, they would 32 a substantial update of Michigan's 2013 law that allowed the testing of self-driving vehicles in limited conditions. Manufacturers would have nearly total freedom to test their self-driving technology on public roads. They would be allowed to send groups of self-driving cars on cross-state road trips, and even set up on-demand 33 of self-driving cars, like the one General Motors and Lyft are building.

Lawmakers in Michigan clearly want to make the state ready for the commercial application of self-driving technology. In 34, California, home of Silicon Valley, recently proposed far more 35 rules that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology.

- | | |
|----------------|----------------|
| A) bid | I) replace |
| B) contrast | J) represent |
| C) deputy | K) restrictive |
| D) dominance | L) reward |
| E) fleets | M) significant |
| F) knots | N) sponsor |
| G) legislation | O) transmitted |
| H) migrated | |

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**.*

How Work Will Change When Most of Us Live to 100

- A) Today in the United States there are 72,000 centenarians(百岁老人). Worldwide, probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.
- B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate longevity(长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.
- C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that "70 is the new 60" or "40 the new 30." If you age more slowly over a longer time period, then you are in some sense younger for longer.
- D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that milestone(里程碑) had shifted to age 29.
- E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The

result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

- F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality. Many people may simply not want to do it.
- G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.
- H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.
- I) It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide foundation for building a wide variety of skills.
- J) Transitions between stages could be marked with sabbaticals(休假) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.
- K) A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.
- L) These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.
- M) With this variety will come the end of the close association of age and stage. In a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.
- N) Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

36. An extended lifespan in the future will allow people to have more careers than now.
37. Just extending one's career may have both positive and negative effects.
38. Nowadays, many Americans have on average delayed their marriage by some eight years.
39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.
40. More people will be expected to live over 100 by the mid-21st century.
41. A longer life will cause radical changes in people's approach to life.
42. Fast technological change makes it necessary for one to constantly upgrade their skills.
43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.
44. The close link between age and stage may cease to exist in a multi-stage life.
45. People living a longer and healthier life will have to rearrange their work and life.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

In the classic marriage vow(誓约), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill.

"Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce," said researcher Amelia Karraker.

Karraker and co-author Kenzie Latham analyzed 20 years of data on 2,717 marriages from a study conducted by Indiana University since 1992. At the time of the first interview, at least one of the partners was over the age of 50.

The researchers examined how the onset(发生) of four serious physical illnesses affected marriages. They found that, overall, 31% of marriages ended in divorce over the period studied. The incidence of new chronic(慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

"We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said. "They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

While the study didn't assess why divorce is more likely when wives but not husbands become seriously ill, Karraker offers a few possible reasons. "Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said. "And because of the imbalance in

marriage markets, especially in older ages, divorced men have more choices among prospective partners than divorced women."

Given the increasing concern about health care costs for the aging population, Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

"Offering support services to spouses caring for their other halves may reduce marital stress and prevent divorce at older ages," she said. "But it's also important to recognize that the pressure to divorce may be health-related and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs."

46. What can we learn about marriage vows from the passage?

- A) They may not guarantee a lasting marriage.
- B) They are as binding as they used to be.
- C) They are not taken seriously any more.
- D) They may help couples tide over hard times.

47. What did Karraker and co-author Kenzie Latham find about elderly husbands?

- A) They are generally not good at taking care of themselves.
- B) They can become increasingly vulnerable to serious illnesses.
- C) They can develop different kinds of illnesses just like their wives.
- D) They are more likely to contract serious illnesses than their wives.

48. What does Karraker say about women who fall ill?

- A) They are more likely to be widowed.
- B) They are more likely to get divorced.
- C) They are less likely to receive good care.
- D) They are less likely to bother their spouses.

49. Why is it more difficult for men to take care of their sick spouses according to Karraker?

- A) They are more accustomed to receiving care.
- B) They find it more important to make money for the family.
- C) They think it more urgent to fulfill their social obligations.
- D) They expect society to do more of the job.

50. What does Karraker think is also important?

- A) Reducing marital stress on wives.
- B) Stabilizing old couples' relations.
- C) Providing extra care for divorced women.
- D) Making men pay for their wives' health costs.

Passage Two

Questions 51 to 55 are based on the following passage.

If you were like most children, you probably got upset when your mother called you by a sibling's(兄弟姐妹的) name. How could she not know you? Did it mean she loved you less?

Probably not. According to the first research to tackle this topic head-on, misnaming the most familiar people in our life is a common cognitive(认知的) error that has to do with how our memories classify and store familiar names.

The study, published online in April in the journal *Memory and Cognition*, found that the "wrong" name is not random but is invariably fished out from the same relationship pond: children, siblings, friends. The study did not examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, "but it does tell us who's in and who's out of the group."

The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob. Physical resemblance between people was not a factor. Nor was gender.

The researchers conducted five separate surveys of more than 1,700 people. Some of the surveys included only college students; others were done with a mixed-age population. Some asked subjects about incidents where someone close to them—family or friend—had called them by another person's name. The other surveys asked about times when subjects had themselves called someone close to them by the wrong name. All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

In general, the study found that undergraduates were almost as likely as old people to make this mistake and men as likely as women. Older people and women made the mistake slightly more often, but that may be because grandparents have more grandchildren to mix up than parents have children. Also, mothers may call on their children more often than fathers, given traditional gender norms. There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry.

51. How might people often feel when they were misnamed?

- A) Unwanted.
- B) Unhappy.
- C) Confused.
- D) Indifferent.

52. What did David Rubin's research find about misnaming?

- A) It is related to the way our memories work.
- B) It is a possible indicator of a faulty memory.
- C) It occurs mostly between kids and their friends.
- D) It often causes misunderstandings among people.

53. What is most likely the cause of misnaming?

- A) Similar personality traits.
- B) Similar spellings of names.
- C) Similar physical appearance.
- D) Similar pronunciation of names.

54. What did the surveys of more than 1,700 subjects find about misnaming?

- A) It more often than not hurts relationships.
- B) It hardly occurs across gender boundaries.
- C) It is most frequently found in extended families.
- D) It most often occurs within a relationship group.

55. Why do mothers misname their children more often than fathers?

- A) They suffer more frustrations.
- B) They become worn out more often.
- C) They communicate more with their children.
- D) They generally take on more work at home.

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**.

灯笼起源于东汉，最初主要用于照明。在唐代，人们用红灯笼来庆祝安定的生活。从那时起，灯笼在中国的许多地方流行起来。灯笼通常用色彩鲜艳的薄纸制作，形状和尺寸各异。在中国传统文化中，红灯笼象征生活美满和生意兴隆，通常在春节、元宵节和国庆等节日期间悬挂。如今，世界上许多其他地方也能看到红灯笼。

2019年6月·第1套英语四级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2019年6月·第1套 英语四级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第1套(2019-06) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write a news report to *your campus newspaper* on a visit to a local farm organized by your Student Union. You should write at least 120 words but no more than 180 words.

【参考范文·156词】 写作无唯一标准答案，以下为达标示范

Last Saturday, a group of students from our university paid a visit to Green Valley Farm on the outskirts of the city. The trip was organized by our Student Union to bring campus life closer to nature and rural work.

During the visit, participants were led around the farm by an experienced farmer. They watched how vegetables were planted, fed the chickens and sheep, and even tried picking ripe strawberries themselves. Many students said it was their first time to see how the food on their tables was actually produced. The fresh air and the busy scene left everyone excited and curious.

When the trip ended, students agreed that they had gained far more than a pleasant day out. They learned to respect farmers' hard work and to value every grain of food. The Student Union announced that more such activities would be arranged, so that students could learn beyond textbooks and grow through real experience.

【参考译文】

上周六，我校一群学生参观了城郊的绿谷农场。此次活动由我校学生会组织，旨在让校园生活走近自然与农事。

参观期间，一位经验丰富的农民带着大家逛农场。学生们看了蔬菜如何种植，喂了鸡和羊，还亲手采摘了成熟的草莓。许多同学表示，这是他们第一次亲眼看到餐桌上的食物是如何生产出来的。新鲜的空气和忙碌的景象让每个人既兴奋又好奇。

参观结束时，学生们一致认为，他们的收获远不止愉快的一天。他们学会了尊重农民的辛勤劳动，珍惜每一粒粮食。学生会宣布，今后将组织更多此类活动，让学生在课本之外、在真实体验中成长。

【第1段】导语一句压满5W。首句 Last Saturday, a group of students ... paid a visit to Green Valley Farm on the outskirts of the city 把时间、人物、地点、事件一次交代；第二句 The trip was organized by our Student Union to bring campus life closer to nature 补上主办方与目的，正好套用了首句压5W的方法和两条句架，落实 a visit to a local farm organized by your Student Union。

【第2段】并列动词铺见闻。用 During the visit 切入现场，再用 watched ... fed ... and even tried picking 一串过去式并列动词把见闻具体铺开，末句 left everyone excited and curious 补现场反应，正是细节按序铺的落地，避免了空泛的一句去参观了。

【第3段】反响加意义收尾。以 When the trip ended 收束时间线，用 students agreed that they had gained ... 借他人评价点出收获，末句 The Student Union announced that more such activities would be arranged 以后续安排升华意义，兑现反响收全篇的方法，客观有分量。

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

写一篇农场参观的新闻报道

任务的核心动词与对象是 write a news report to your campus newspaper，报道的事件是 a visit to a local farm organized by your Student Union。一句话钉死：给校报写一篇新闻报道，客观记录一次由学生会组织的本地农场参观。注意关键词是 news report（新闻报道），不是日记、不是感想，这一步定错，后面全盘皆错。

读者 • 语域

校报读者，学生记者口吻

对象是 to your campus newspaper，即校报的全体读者（全校师生）。你的身份相当于学生记者，语域是客观、正式的书面报道语，用第三人称叙述别人做了什么，而不是通篇 I 抒发自己的心情。收尾也不需要 Yours 之类的书信落款，这不是信。

中心立意

客观报道学生会组织的农场参观

本篇的中心是一句核心事实：向校报读者客观报道一次 a visit to a local farm organized by your Student Union——由学生会组织、面向本校学生的本地农场参观，重点交代活动概况、经过与参与者的收获。

要展开的要点

1. 活动概况(5W)

第一个要点是把 a visit to a local farm organized by your Student Union 的 5W 交代清楚：上周某天、本校一群学生、在本地一家农场、由学生会组织参观、目的是走近自然与农事。这条对应必写的活动概况。

2. 农场里的见闻体验

第二个要点是活动经过：学生在农场里具体看了什么、做了什么、体验了什么，比如听农民讲解、看蔬菜种植、喂动物、亲手采摘。要有具体动作，不能只写一句去参观了很开心。

3. 参与者的收获反响

第三个要点是活动意义与感受：参与者收获了什么、有什么反响，比如懂得尊重农民劳动、珍惜粮食，以及学生会后续打算。这条对应必写的意义/感受，落到别人的评价而非我自己抒情。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

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

第 1 段 导语一句话交代5W

开篇导语段，用一两句把 a visit to a local farm organized by your Student Union 的时间、人物、地点、事件、目的交代清楚，让读者一眼看懂发生了什么。

第 2 段 主体·参观经过与见闻

主体段，按顺序展开在农场的具体活动与体验，落实必写的活动经过要点，用一般过去时客观叙述参与者做了什么、看了什么。

第 3 段 结尾·反响与意义

结尾段，写参与者的收获与反响以及活动意义，可带一句学生会的后续安排收束全篇，落实必写的意义/感受要点。

第 1 段 上周学生一行参观本地农场

具体落点：上周六，本校一群学生参观了城郊的一家农场；点明这次 a visit to a local farm organized by your Student Union 由学生会组织，目的是让校园生活走近自然与农事。时间、人物、地点、事件、目的五要素齐备。

时间开头交代核心事件 · Last + 时间, a group of + 人 + paid a visit to + 地点. (把时间、人物、动作、地点一次压进首句主干)

点出主办方与目的 · The + 活动 was organized by + 主办方 to + 动词原形 (目的). (交代谁办的、为什么办)

第 2 段 讲解、看种植、喂动物、采摘

具体落点：农民带着大家逛农场，学生看蔬菜怎么种、喂鸡喂羊、亲手采摘成熟的草莓；许多人第一次亲眼看到餐桌上的食物如何被生产出来，新鲜空气与忙碌景象让人既兴奋又好奇。这段把在农场的见闻与体验落到实处。

切入现场引出过程 · During the visit, participants + 一般过去时动词 + 具体活动. (用 participants 客观指代参与者，切入现场)

并列动词罗列见闻 · They watched + 名词, fed + 名词, and even tried + doing + 名词. (用并列过去式把一连串动作铺开)

第3段 懂得珍惜粮食，学生会将续办

具体落点：活动结束后学生普遍认为收获远不止愉快的一天，学会了尊重农民的辛勤劳动、珍惜每一粒粮食；学生会宣布今后将组织更多此类活动，让学生在课本之外、在真实体验中成长。用他人的反响和意义收束全篇。

收束时间线引出反响 · When + 事件 + ended, students agreed that they had gained + 收获. (用他人评价收束，避免自我抒情)

补主办方后续升华意义 · The + 主办方 announced that more such activities would be arranged, so that + 意义. (以后续安排点出活动意义)

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

三要点齐+扣报道体

本题要确认活动概况、经过、意义三块都写到，且始终是在 write a news report to your campus newspaper 这一报道语境下客观叙述；最易失分是只顾写自己感受而漏掉 5W 概况，或写成了游记散文偏离报道体。

结构连贯

倒金字塔+时间线索

本题应保证首段导语、次段经过、末段反响层层递进，用时间过渡把参观流程串成一条线；易失分处是把见闻和反响揉成一团，或全篇一段不分。

语言准确

统一过去时避免I开头

本题主体动词须统一用过去时 (paid、watched、learned)，用 participants、students 客观指代；易失分是时态在过去与现在之间跳，或通篇 I 抒情丢掉报道的客观性。

字数格式

卡在120到180且报道体

本题须满足 at least 120 words but no more than 180 words，且保持新闻报道的排布，不加称呼与署名；易失分是内容空泛靠重复凑字，或细节堆太多冲破上限。

典型低分写法 · 反面示例与改法

通篇I抒情像日记

反面示例：I went to a farm and I was very happy. I saw many animals and I loved them so much.

（通篇 I，是日记不是报道）。改成：Students visited a farm and enjoyed the day. They saw many animals and fed them with great interest.

开头只写流程缺概况

反面示例：We picked some fruits and then we ate lunch and then we went home.（一上来就流水账，读者不知谁办的、何时何地）。改成：Last Saturday, students organized by the Student Union visited a local farm, where they picked fruits and learned about farming.

已发生的事用现在时

反面示例：The students visit the farm and they are very excited. They will feed the animals.（把已发生事件写成现在与将来时）。改成：The students visited the farm and were very excited. They fed the animals themselves.

英语四级 2019年6月·第1套 · 全卷构成

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

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.

¹ 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

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

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「还要走地方案程序、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.

1 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

-
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。

-
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。

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。

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.

¹ 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

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

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

-
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道理，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

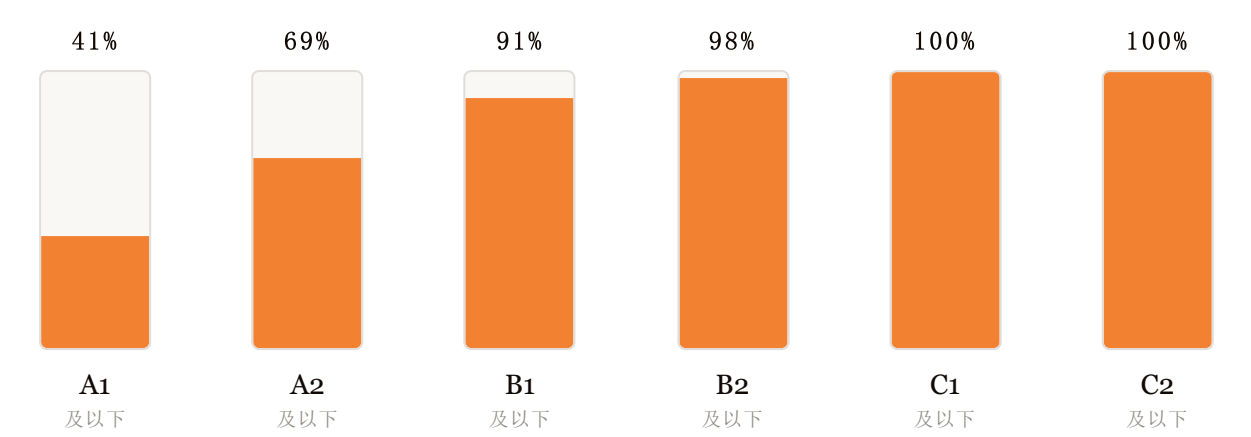
v. 使具备资格;取得资格

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

2019年6月·第1套 英语四级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS • 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2019年6月·第1套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、5 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第1套(2019-06) • 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.

The center of American automobile innovation has in the past decade moved 2,000 miles away. It has 26 from Detroit to Silicon Valley, where self-driving vehicles are coming into life.

美国汽车创新的中心在过去十年间已经转移了2000英里。它从底特律迁移到了硅谷，自动驾驶车辆正在那里诞生。

In a 27 to take production back to Detroit, Michigan lawmakers have introduced 28 that could make their state the best place in the country, if not the world, to develop self-driving vehicles and put them on the road.

为了将生产带回底特律，密歇根州的立法者们提出了一项立法，这可能使他们的州成为全国乃至全世界开发自动驾驶车辆并将其投入道路使用的最佳地点。

"Michigan's 29 in auto research and development is under attack from several states and countries which desire to 30 our leadership in transportation. We can't let that happen," says Senator Mike Kowall, the lead 31 of four bills recently introduced.

密歇根州参议员Mike Kowall是最近提出的四项法案的主要发起人，他说：“密歇根州在汽车研发领域的主导地位正受到几个州和国家的攻击，它们想要取代我们在交通运输领域的领导地位。我们不能让这种情况发生。”

If all four bills pass as written, they would 32 a substantial update of Michigan's 2013 law that allowed the testing of self-driving vehicles in limited conditions. Manufacturers would have nearly total freedom to test their self-driving technology on public roads. They would be allowed to send

groups of self-driving cars on cross-state road trips, and even set up on-demand 33 of self-driving cars, like the one General Motors and Lyft are building.

如果所有四项法案都按原文通过,它们将代表对密歇根州2013年法律的重大更新,该法律允许在有限条件下测试自动驾驶车辆。制造商将拥有几乎完全的自由在公共道路上测试他们的自动驾驶技术。他们将被允许派遣成组的自动驾驶汽车进行跨州公路旅行,甚至建立按需提供的自动驾驶汽车车队,就像通用汽车和Lyft正在建设的那样。

Lawmakers in Michigan clearly want to make the state ready for the commercial application of self-driving technology. In 34, California, home of Silicon Valley, recently proposed far more 35 rules that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology.

密歇根州的立法者们显然希望让该州为自动驾驶技术的商业应用做好准备。相比之下,硅谷所在地加利福尼亚州最近提出了限制性强的规则,要求人类驾驶员随时准备接管方向盘,并禁止自动驾驶技术的商业使用。

- | | |
|----------------|----------------|
| A) bid | I) replace |
| B) contrast | J) represent |
| C) deputy | K) restrictive |
| D) dominance | L) reward |
| E) fleets | M) significant |
| F) knots | N) sponsor |
| G) legislation | O) transmitted |
| H) migrated | |

26. It has (26) from Detroit to Silicon Valley, where self-driving vehicles are coming into life.

【答案】 **H) migrated** (动词)

【词性槽】 has from ... to ... 现在完成时缺过去分词

【依据】 **migrate from A to B** 表地理迁移, 正合语义

前句 The center of American automobile innovation has in the past decade moved 2,000 miles away. 已说创新中心搬走了 2000 英里, 本句正是用 migrated from Detroit to Silicon Valley 把 moved 的方向具体化——migrate from ... to ... 就是迁移的常用搭配。

【竞争词】 o) transmitted transmit 表传递信号/疾病/信息, 主语不能是中心

transmit 常带宾语, 表传输信号、信息、疾病等 (has transmitted a message), 不能搭 from a place to a place 表中心地理位置的搬迁, 主语是抽象的 center 也不通。

27. In a __(27)__ to take production back to Detroit, Michigan lawmakers have introduced __(28)___

【答案】 **A) bid** (名词)

【词性槽】 In a ___ to do sth 介词+冠词+空+不定式，必填名词

【依据】 **in a bid to do 是固定短语，表为...努力**

in a bid to take production back to Detroit 即「为了把生产带回底特律而努力」，正切密歇根议员推动立法的动机。这是英语新闻里高频固定搭配。

28. Michigan lawmakers have introduced __(28)___ that could make their state the best place in the country, if not the world, to develop self-driving vehicles and put them on the road.

【答案】 **G) legislation** (名词)

【词性槽】 introduced 的宾语，需要名词

【依据】 **lawmakers 推出 legislation 是固定搭配**

lawmakers introduce legislation 是英文新闻里几乎每天可见的固定表达，意为议员提出法案/立法。下文 If all four bills pass as written 进一步证实——bills (议案) 正是 legislation 的具体形式。

【竞争词】 **A) bid bid 是企图/出价，不能由 lawmakers introduce**

bid 多用作 in a bid to do (努力做某事)，introduce a bid 不是常用搭配，也无法被 that 从句细化成法律条文。

D) dominance dominance 是主导地位，不能被议员引入

introduce dominance 不通；主导地位是结果，不是被提出的对象。

E) fleets fleets 指车队，与 lawmakers 工作不沾边

议员不会提出车队，fleets 属于运营层面而非立法层面。

F) knots knots 是绳结，词义完全无关

knots 与立法话题毫无交集。

N) sponsor sponsor 指发起人，不是被引入的对象

sponsor 是人，可作 lead sponsor 但不能被 introduce 作宾语；且本词另有 31 题更贴的位置。

29. "Michigan's __(29)__ in auto research and development is under attack from several states and countries which desire to __(30)__ our leadership in transportation.

【答案】 **D) dominance** (名词)

【词性槽】 Michigan's __ in 名词所有格+介词，定名词

【依据】 **dominance 是 leadership 的同义复现**

空后 our leadership in transportation 是定语从句里出现的同位概念，dominance (主导地位) 与 leadership 互为近义复现，且 under attack 与下文 desire to replace (想取代) 形成统一逻辑——别人要取代密歇根的主导地位。

【竞争词】 A) bid bid 是企图，不能 in auto research and development

bid 指一次性的努力或出价，不与 in 某领域搭配表长期地位，下文也无法用 leadership 复现。

E) fleets fleets 是车队，与 leadership 复现不上

车队不是研发领域的地位，与下文 leadership 完全脱节。

F) knots knots 是绳结，词义无关

knots 与研发地位话题无关。

30. several states and countries which desire to __(30)__ our leadership in transportation

【答案】 **I) replace** (动词)

【词性槽】 desire to __ 名词宾语，必填动词原形

【依据】 **想取代领导地位才能呼应 under attack**

前文 Michigan's __(29)__ in auto research and development is under attack, 别国别州对密歇根发起冲击的目标，正是 replace (取代) 其 leadership——这是被攻击者的逻辑指向；再呼应 We can't let that happen, 密歇根不允许的就是被取代。

【竞争词】 J) represent represent 表代表，与 attack 逻辑反向

若 represent our leadership (代表我们的领导地位)，那是友好支持，与上文 is under attack (被攻击) 冲突，逻辑反了。

31. says Senator Mike Kowall, the lead __(31)__ of four bills recently introduced.

【答案】 **N) sponsor** (名词)

【词性槽】 the lead __ of 名词作 Kowall 同位语

【依据】 **lead sponsor of bills 是议会固定表达**

美国议会里 the lead sponsor of a bill 指法案的首席发起人——议员提案的固定身份。Senator Kowall 正是 Michigan lawmakers have introduced __(28)__ 中那个 introduced (提出) 的核心人物，故为 lead sponsor。

【竞争词】 C) deputy deputy 是副手，与 lead 冲突

lead 表首席/主要，deputy 表副职，两者语义直接矛盾；lead deputy 不是地道表达。

32. If all four bills pass as written, they would __(32)__ a substantial update of Michigan's 2013 law

【答案】 **J) represent** (动词)

【词性槽】 they would __ a substantial update, 情态动词后接动词原形

【依据】 **represent** 此处表构成/相当于, 搭 **update** 自然

represent 除了表「代表」, 还有「构成、相当于」之义 (represent a major change=构成一次重大变化); 这里说四项法案若通过, 将构成对 2013 年法律的重大更新, 意为相当于一次大幅修订, 是地道英语。

【易错】 最具迷惑性的错误词是 **L)** —— reward 是褒义动词, 与法案利好的语境似乎兼容。they would __(32)__ a substantial update of Michigan's 2013 law, 考生容易看到法案通过=好事就选 reward; 但 reward 不能直接带 a substantial update 作宾语, 正确选择 represent 取构成义; 防坑靠搭配检验: 把候选词代入读出「奖励一次重大更新」立刻发现荒谬。

33. and even set up on-demand __(33)__ of self-driving cars, like the one General Motors and Lyft are building.

【答案】 **E) fleets** (名词)

【词性槽】 set up on-demand __ of self-driving cars 必填名词

【依据】 **fleets of cars** 表车队, 正合 GM 与 Lyft 业务

fleet of cars 就是车队的英文表达; 后文 like the one General Motors and Lyft are building 指 GM 和 Lyft 正在打造的网约车车队, 是典型的 on-demand fleets of self-driving cars (按需调度的自动驾驶车队)。

【竞争词】 **F) knots** knots 是绳结/簇, 不指车的集合

knots 虽有「一簇」的引申义, 但不与 cars 搭配表车队; on-demand knots of cars 不是英语表达。

34. In __(34)__, California, home of Silicon Valley, recently proposed far more __(35)__ rules

【答案】 **B) contrast** (名词)

【词性槽】 句首介词 In 后接名词宾语，且需独立成短语

【依据】 固定短语 In contrast 直接锁死

In contrast 是英语里表对比转折的高频固定短语；上一段说密歇根给无人驾驶 Manufacturers would have nearly total freedom to test their self-driving technology on public roads., 本段说加州 proposed far more restrictive rules, 两州态度针锋相对，正好用 In contrast 衔接。这也是四级常考的逻辑过渡词。

【竞争词】 A) bid 无 In bid 固定短语

bid 常用搭配是 in a bid to do (带不定冠词与不定式)，不能裸用 In bid, 表对比，逻辑也不沾。

D) dominance 无 In dominance 固定短语，且语义不对

dominance 指主导地位，不能成为表对比的话语标记。

E) fleets fleets 是车队，无 In fleets 表对比

fleets 不是逻辑词，与 In __, 的段间衔接结构不搭。

F) knots 无 In knots 这一固定搭配，语义不通

knots 意为结、绳结，没有 In knots 表对比的用法。

G) legislation legislation 是抽象专业名词，不作话语标记

In legislation 表在立法领域，与上文密歇根、本段加州的两州对比无关。

N) sponsor sponsor 是人/赞助人，不能裸入 In __, 框架

sponsor 是表人名词，不与段首话语标记位置兼容。

35. California, home of Silicon Valley, recently proposed far more __(35)__ rules that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology.

【答案】 **K) restrictive** 形容词

【词性槽】 far more 后 + rules 前, 定形容词比较级

【依据】 与下文 **require/ban** 同义、与密歇根放宽形成对照

空后定语从句 that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology 给出限制性内容(要求人类司机随时接管、禁止商用); 这正是 restrictive (限制性的) 的具体表现。再看 In __(34)_, California, ... proposed far more __(35)__ rules, 与上一段密歇根 Manufacturers would have nearly total freedom to test their self-driving technology on public roads. 构成反差, 加州更 restrictive 才符合 contrast。

【竞争词】 M) **significant** 义为重要/重大, 与 **require、ban** 的限制性内容无对应

significant rules (重要的规则) 听上去通顺, 但下文具体说的是 require human drivers to be ready to take the wheel, and ban commercial use, 这是在限制无人驾驶, 而不是说规则重要不重要, 语义不贴。

【易错】 最具迷惑性的错误词是 **M)** —— significant 看着也对, 但与下文 require/ban 不呼应。far more __(35)__ rules that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology, significant rules 在词典义上完全成立, 但下文 require/ban 的限制性内容只对应 restrictive; 防坑靠强制读完定语从句再下结论。

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) **bid** 名词 动词

(名) 努力、企图; 出价; (动) 出价、努力争取

用于第 27 空

B) **contrast** 名词 动词

(名) 对比、反差; in contrast 相比之下

用于第 34 空

C) **deputy** 名词 形容词

副手、副职；代理人

干扰词 · 未选用

D) **dominance** 名词

主导地位、统治地位

用于第 29 空

E) **fleets** 名词 动词

(名) 车队、舰队；(动) 疾驰

用于第 33 空

F) **knots** 名词 动词

结、绳结；一群、一簇

干扰词 · 未选用

G) **legislation** 名词

立法、法规 (不可数)

用于第 28 空

H) **migrated** 动词

迁移、移居 (migrate 的过去式/过去分词)

用于第 26 空

I) **replace** 动词

代替、取代

用于第 30 空

J) **represent** 动词

代表；构成、相当于

用于第 32 空

K) **restrictive** 形容词

限制性的、约束的

用于第 35 空

L) **reward** 名词 动词

奖励、回报

干扰词 · 未选用

M) **significant** 形容词

重要的、显著的

干扰词 · 未选用

N) **sponsor** 名词 动词

(名) 发起人、提案人、赞助人；(动) 发起、赞助

用于第 31 空

O) **transmitted** 动词 形容词

传送、传播 (transmit 的过去式/过去分词)

干扰词 · 未选用

全文主旨

密歇根州立法争夺无人驾驶研发中心地位

文章讲美国汽车创新中心已从底特律转移到硅谷 (It has __(26)__ from Detroit to Silicon Valley, where self-driving vehicles are coming into life.)，密歇根州议员正通过四项法案，给无人驾驶车在公路上测试和商用开绿灯 (Michigan lawmakers have introduced __(28)__ that could

make their state the best place in the country, if not the world, to develop self-driving vehicles) , 并与加州收紧规则形成对比 (California, home of Silicon Valley, recently proposed far more __(35)__ rules that would require human drivers to be ready to take the wheel) 。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

C) **deputy** 最像 31 题: lead 后接表人名词时与 sponsor 混淆

says Senator Mike Kowall, the lead __(31)__ of four bills recently introduced., deputy 与 sponsor 都是表人/角色的名词, 且 deputy (副手) 在政治语境里也常见; 但 lead 表首席与 deputy 表副职矛盾, 识破靠 lead 这一定语反语义关系。

F) **knots** 最像 33 题: 复数名词形态混淆 fleets

set up on-demand __(33)__ of self-driving cars, knots 与 fleets 都是 -s 结尾的复数名词, 词库里同形者只有这两个; 但 fleets of cars 是固定表「车队」, knots of cars 不是英语表达, 识破靠英语集合名词常识。

L) **reward** 最像 32 题: would 后动词原形且 reward 词义偏褒义

they would __(32)__ a substantial update, reward 也是动词原形、且褒义 (奖励), 考生易被法案通过的正面语境误导; 但 reward 后必接受奖对象 (人/行为), 不与 a substantial update 搭配, 识破靠搭配。

M) **significant** 最像 35 题: 形容词且义为重要

proposed far more __(35)__ rules, significant rules 听上去通顺, 主体考生很可能一眼就选; 但下文 require/ban 演绎的是限制性而非重要性, 识破靠下文定语从句反推。

O) **transmitted** 最像 26 题: 过去分词、与迁移话题沾边

It has __(26)__ from Detroit to Silicon Valley, transmitted 与 migrated 都是过去分词且都涉及「传送/迁移」的模糊语义; 但 transmit 表传输信号信息、不与 from a place to a place 搭配表中心地理搬迁, 识破靠精准辨义。

SENTENCE INSIGHTS • 句子精讲

2 句真题句逐层精讲

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

It has migrated from Detroit to Silicon Valley, where self-driving vehicles are coming into life.

第1段，第2句

主句加非限制性定语从句的结构在四六级和考研阅读中高频出现,where 引导定语从句补充地点信息是典型句式,现在完成时表结果的用法也很常见,掌握后可迁移到大量类似句子

In contrast, California, home of Silicon Valley, recently proposed far more restrictive rules that would require human drivers to be ready to take the wheel, and ban commercial use of self-driving technology.

第5段，第2句

本句结构高度典型:主句 + 限制性定语从句修饰宾语,从句内并列谓语,以及 "require sb to do" 结构,都是四六级和考研阅读中的高频句式。同位语、状语插入也是常见的句子扩展手法。掌握本句后,学生可以将相同模式迁移到大量类似长难句的理解中,实用性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 26 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。

would A1

aux. (will 的过去式) 将要，会
本篇4次 · 真题 466 句

vehicle B1

n. 交通工具
本篇3次 · 真题 40 句

recently A2

adv. 最近
本篇2次 · 真题 48 句

commercial B2

adj. 商业的
本篇2次 · 真题 23 句

valley A2

n. 山谷
本篇2次 · 真题 17 句

silicon B2

n. 硅 (化学元素)
本篇2次 · 真题 14 句

decade B1

n. 十年

本篇1次·真题 99 句

attack A2

v. 攻击

本篇1次·真题 55 句

desire B2

n. 愿望

本篇1次·真题 52 句

innovation B2

n. 创新;革新(指行为或过程)

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

ban B2

v. 禁止

本篇1次·真题 37 句

manufacturer B2

n. 制造商

本篇1次·真题 34 句

application B1

n. 申请

本篇1次·真题 30 句

production B1

n. 生产

本篇1次·真题 29 句

represent B1

v. 代表

本篇1次·真题 28 句

update B1

v. 更新

本篇1次·真题 24 句

limited B1

adj. 有限的

本篇1次·真题 23 句

contrast B2

n. 对比

本篇1次·真题 22 句

propose B1

v. 提议

本篇1次·真题 20 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 19 句

leadership B2

n. 领导地位;领导权

本篇1次·真题 18 句

transportation

B1

n. 交通运输 (系统)

本篇1次 · 真题 18 句

freedom

B1

n. 自由

本篇1次 · 真题 13 句

sponsor

B2

n. 赞助商

本篇1次 · 真题 11 句

testing

B1

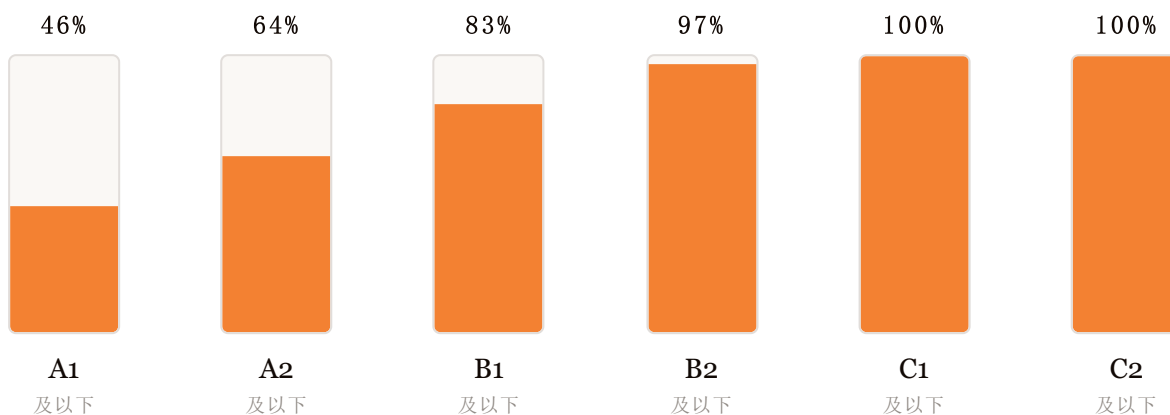
n. 测试

本篇1次 · 真题 10 句

VOCABULARY · 词汇难度分布

全文 99 词按 CEFR 难度累积覆盖

带空短文去重后共 99 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 3 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 99 个 · 末柱为 100%

去重总词数

99

B2 以上难词

3%

B1 及以下覆盖

83%

英语四级 2019年6月·第1套 · 全卷构成

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

2019年6月·第1套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2019年6月·第1套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 14 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2019-06) · 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**.

How Work Will Change When Most of Us Live to 100

A) Today in the United States there are 72,000 centenarians(百岁老人). Worldwide, probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.

如今在美国有72,000名百岁老人。在全球范围内,可能有450,000人。如果当前趋势持续下去,那么到2050年仅美国就将有超过一百万百岁老人。根据James Vaupel教授及其合作研究者的研究,2007年在美国出生的婴儿中有50%的预期寿命为104岁或更长。英国、德国、法国、意大利和加拿大的情况大致相同,而日本2007年出生的婴儿中有50%可望活到107岁。

B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate longevity(长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.

可以理解的是,考虑到相关的健康和养老金挑战,人们担心这对公共财政意味着什么。这些挑战是真实存在的,社会迫切需要应对它们。但同样重要的是要看到当如此多的人活到100岁时会发生什么的更广阔图景。简单地将长寿等同于老年问题是错误的。更长的寿命对整个人生都有影响,而不仅仅是生命的终点。

- C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that "70 is the new 60" or "40 the new 30." If you age more slowly over a longer time period, then you are in some sense younger for longer.

我们的观点是,如果许多人活得更久,并且更长时间保持健康,那么这将导致工作和生活不可避免的重新设计。当人们活得更久时,他们不仅更长时间处于老年,而且也更长时间保持年轻。"70岁是新的60岁"或"40岁是新的30岁"这种说法有一定道理。如果你在更长的时间内衰老得更慢,那么从某种意义上说,你就更长时间地保持年轻。

- D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that milestone(里程碑) had shifted to age 29.

但变化远不止于此。例如,人们做出诸如买房、结婚、生育子女或开始职业生涯等承诺的年龄。这些都是现在在人生中更晚发生的基本承诺。1962年,50%的美国人在21岁前结婚。到2014年,这一里程碑已推迟到29岁。

- E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

虽然这些变化背后有众多因素,但其中一个因素肯定是年轻人越来越意识到他们将活得更久。选项持有的时间越长就越有价值。因此,如果你相信自己会活得更久,那么选项就变得更有价值,而早期承诺就变得不那么有吸引力。结果是,以前标志着成年开始的那些承诺现在被推迟了,并且对于二十多岁的人来说,新的行为模式和新的人生阶段正在出现。

- F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality. Many people may simply not want to do it.

长寿还推迟了退休年龄,而且不仅仅是出于经济原因。是的,除非人们准备储蓄更多,否则我们的计算表明,如果你现在四十多岁,那么你可能要工作到七十岁出头;如果你二十岁出头,那么你很可能需要工作到七十多岁甚至可能八十多岁。但即使人们能够在经济上支持65岁退休,超过三十年的潜在不活动状态对认知和情感活力是有害的。许多人可能根本不想这样做。

- G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such

persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

然而,这并不意味着简单地延长我们的职业生涯就有吸引力。仅仅延长全职工作的第二阶段可能会获得100年人生所需的金融资产,但这种持续的工作将不可避免地耗尽宝贵的无形资产,如生产技能、活力、幸福感和友谊。

- H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

教育也是如此。在童年和成年早期进行的单次教育不可能支撑持续60年的职业生涯。如果你考虑到预期的技术变革速度,要么你的技能会变得不必要,要么你的行业会过时。这意味着每个人在他们人生的某个时刻都必须对自己的技能进行多次重大再投资。

- I) It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide foundation for building a wide variety of skills.

因此,传统的三阶段人生似乎很可能演变为包含两个、三个甚至更多不同职业的多阶段人生。这些阶段中的每一个都可能不同。在一个阶段,重点可能是建立财务成功和个人成就,在另一个阶段是创造更好的工作与生活平衡,在另一个阶段是更充分地探索和理解选项,或成为独立生产者,而在另一个阶段是做出社会贡献。这些阶段将跨越各个行业,把人们带到不同的城市,并为培养各种技能提供基础。

- J) Transitions between stages could be marked with sabbaticals(休假) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

阶段之间的过渡可以用休假来标记,因为人们需要时间休息和恢复健康,重新投资于他们的人际关系,或提高他们的技能。有时,这些中断和过渡将是自我决定的,有时它们将是被迫的,因为现有的角色、公司或行业不复存在。

- K) A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

多阶段人生不仅会对你如何管理职业生涯产生深刻变化,而且会对你的生活态度产生深刻变化。一项日益重要的技能将是你应对变化甚至欢迎变化的能力。三阶段人生很少有过渡,而多阶段人生有很多过渡。这就是为什么有自我意识、投资于更广泛的朋友网络以及对新想法持开放态度将成为更加关键的技能。

- L) These multi-stage lives will create extraordinary variety across groups of people simply because there

are so many ways of sequencing the stages. More stages mean more possible sequences.

这些多阶段人生将在人群中创造非凡的多样性,因为排列这些阶段的方式有很多。更多的阶段意味着更多可能的排列。

- M) With this variety will come the end of the close association of age and stage. In a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

随着这种多样性,年龄和阶段之间的密切关联将会终结。在三阶段人生中,人们在同一时间和同一年龄离开大学,他们往往在同一年龄开始职业生涯和组建家庭,他们大致在同一时间晋升为中层管理者,然后在彼此相差几年的时间内进入退休。在多阶段人生中,你可以在20岁、40岁或60岁时成为本科生;在30岁、50岁或70岁时成为管理者;并在任何年龄成为独立生产者。

- N) Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

当前的生活结构、职业道路、教育选择和社会规范与更长寿命这一新兴现实不协调。全日制教育、持续工作然后完全退休的三阶段人生可能适用于我们的父母甚至祖父母,但它在今天不再相关。我们认为,将长寿主要视为衰老问题是忽视了其全部含义。长寿不一定意味着更长时间地变老。它意味着活得更久,更晚变老,以及更长时间地保持年轻。

陈述句与逐句解析

36. An extended lifespan in the future will allow people to have more careers than now.

未来延长的寿命将使人们能够拥有比现在更多的职业生涯。

【答案】 I 段(强锚点)

【锚点】 比现在更多的职业

【定位】 It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers.

看起来传统的三阶段人生很可能会演化为多个阶段,包含两段、三段,甚至更多段不同的职业。

【改写】 An extended lifespan in the future ↔

the traditional three-stage life will evolve into multiple stages

长寿对应人生阶段重排的前提

more careers than now ↔ **two, three, or even more different careers**

more=two/three/even more

【辨邻】 **H** everyone will, at some point in their life, have to make a number of major reinvestments in their skills 说的是“对技能的多次再投资”，主语是 skills 而非 careers，没有给出“职业数量”。

a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career

37. Just extending one's career may have both positive and negative effects.

仅仅延长一个人的职业生涯可能既有积极影响也有消极影响。

【答案】 **G** 段（强锚点）

【锚点】 正反两面效应

【定位】 Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

只是延长这第二阶段的全职工作，或许能挣到 100 岁人生所需的财富，但这种持续不断的工作必然会耗尽生产技能、活力、幸福、友谊这些珍贵的无形资产。

【改写】 Just extending one's career ↔ **Just lengthening that second stage of full-time work**

extending=lengthening、career=full-time work

positive ↔ **may secure the financial assets needed for a 100-year life**

财力上的好处=积极效果

negative effects ↔

exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship

耗尽无形资产=消极效果

【辨邻】 **F** over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality 只讨论“久不工作”的坏处，没给“延长职业”的正面效应。

over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality

38. Nowadays, many Americans have on average delayed their marriage by some eight years.

如今,许多美国人平均将他们的婚姻推迟了大约八年。

【答案】 **D** 段（强锚点）

【锚点】 美国结婚推迟约八年

【定位】 In 1962, 50% of Americans were married by age 21. By 2014, that milestone(里程碑) had shifted to age 29.

1962 年，有 50% 的美国人在 21 岁前结婚。到 2014 年，这一里程碑已经推迟到 29 岁。

【改写】 Nowadays, many Americans ↔ **By 2014, that milestone(里程碑) had shifted to age 29**

Nowadays=By 2014

delayed their marriage by some eight years ↔ **50% of Americans were married by age 21**

起点 21 与终点 29 算差

delayed their marriage ↔ **that milestone(里程碑) had shifted to age 29**

shifted=delayed

39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.

由于寿命更长,今天的年轻人不再遵循他们父母或祖父母的生活模式。

【答案】 **N** 段 (强锚点)

【锚点】 不再走父辈祖辈那套

【定位】 The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today.
全职教育、持续工作、完全退休这种三阶段人生, 对我们的父辈乃至祖辈或许有用, 但今天已不再适用。

【改写】 Because of their longer lifespan ↔ **the emerging reality of longer lifespans**

longer lifespan几乎原样

young people today no longer follow the pattern of life of their parents or grandparents ↔

The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today
三阶段人生=父辈祖辈的pattern

【辨邻】 **C** an inevitable redesign of work and life 谈的是“必须重排”, 但缺少 parents or grandparents 这一对照锚点。

if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life

40. More people will be expected to live over 100 by the mid-21st century.

预计到21世纪中叶,将有更多人的寿命超过100岁。

【答案】 **A** 段 (强锚点)

【锚点】 21世纪中叶过百岁人数

【定位】 If current trends continue, then by 2050 there will be more than a million in the US alone.
如果当前趋势继续下去, 到 2050 年, 仅在美国, 百岁老人就将超过一百万。

【改写】 More people will be expected to live over 100 ↔

by 2050 there will be more than a million in the US alone

more than a million=more people

by the mid-21st century ↔ by 2050

mid-21st=2050

41. A longer life will cause radical changes in people's approach to life.

更长的寿命将导致人们的生活方式发生根本性变化。

【答案】 K 段（强锚点）

【锚点】 对待生活的态度发生根本变化

【定位】 A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life.

多阶段人生不仅会深刻改变你管理职业的方式，也会深刻改变你对待生活的态度。

【改写】 A longer life ↔ A multi-stage life

长寿与多阶段人生等价

radical changes ↔ profound changes

radical=profound

approach to life ↔ your approach to life

原样复现

【辨邻】 C an inevitable redesign of work and life 强调结构上的重排，与 approach to life 所指的“态度/方式”不同。

this will result in an inevitable redesign of work and life

42. Fast technological change makes it necessary for one to constantly upgrade their skills.

快速的技术变革使得一个人必须不断提升自己的技能。

【答案】 H 段（强锚点）

【锚点】 技术变化迫使持续升级技能

【定位】 If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

如果把技术变化的预期速度算进去，要么你的技能会变得用不上，要么你所在的行业过时。也就是说，每个人都得在人生某个时点对自己的技能做若干次大的再投资。

【改写】 Fast technological change ↔ **the projected rates of technological change**

fast=projected rates

constantly upgrade their skills ↔ **make a number of major reinvestments in their skills**

constantly upgrade=a number of major reinvestments

makes it necessary for one to ↔ **everyone will, at some point in their life, have to**

必要性=have to

43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.

许多人可能不想提前退休,因为这会损害他们的精神和情感健康。

【答案】 **F** 段 (强锚点)

【锚点】 早退休伤心智情感

【定位】 But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality. Many people may simply not want to do it.

但是即使一个人在经济上能支撑 65 岁就退休的生活,三十多年的无所事事也会损害认知与情感的活力。很多人可能根本就不愿这么过。

【改写】 Many people may not want to retire early ↔ **Many people may simply not want to do it**

do it指代retire at 65

do harm to their mental and emotional well-being ↔

over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality

harmful=do harm、cognitive=mental

【辨邻】 **G** such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship 里被伤害的前提是 persistent work, 与 not want to retire early 所暗示的“过早退休伤心智”对象相反。

such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship

44. The close link between age and stage may cease to exist in a multi-stage life.

在多阶段的人生中,年龄与阶段之间的紧密联系可能不复存在。

【答案】 **M** 段 (强锚点)

【锚点】 年龄与阶段不再紧绑

【定位】 With this variety will come the end of the close association of age and stage.

随着这种多样性而来的,是年龄与阶段紧密相关这一现象的终结。

【改写】 close link between age and stage ↔ **the close association of age and stage**

link=association

cease to exist ↔ **the end of**

cease to exist=the end of

in a multi-stage life ↔ **In a multi-stage life**

原样复现

【辨邻】 **L** extraordinary variety across groups of people simply because there are so many ways of sequencing the stages 解释多样性，不含 age and stage 的“脱钩”陈述。

extraordinary variety across groups of people simply because there are so many ways of sequencing the stages

45. People living a longer and healthier life will have to rearrange their work and life.

生活更长久更健康的人们将不得不重新安排他们的工作和生活。

【答案】 **C** 段（强锚点）

【锚点】 更长更健康的人要重排工作生活

【定位】 Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life.

我们的观点是：如果许多人活得更久，并且健康状态保持得更久，那么这将不可避免地导致工作与生活的重新设计。

【改写】 People living a longer and healthier life ↔

if many people are living for longer, and are healthier for longer

longer+healthier原样落点

rearrange their work and life ↔ **an inevitable redesign of work and life**

rearrange=redesign

【辨邻】 **N** Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans 的主语是 structures/paths/choices/norms，而非 People living a longer and healthier life.

Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans

K profound changes not just in how you manage your career, but also in your approach to life 的落点是 approach to life，与 rearrange their work and life 的“工作与生活重排”对象不同。

A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life

14 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 用百岁老人数量与各国 2007 年新生儿预期寿命的数据，给出一个事实：长寿正成为普遍现象。

信息指纹 百岁老人与各国数字

- B 提醒不要把长寿仅仅等同于晚年问题，长寿影响的是整段人生而非只是末尾。

信息指纹 别只盯老年与公共财政

- C 提出核心观点：人活得更久且更健康，必将带来工作与生活方式的重新设计；并解释“老得更慢，所以年轻得更久”。

信息指纹 重新设计工作与生活

- D 举例说明诸如买房、结婚、生子、就业这些人生承诺正被推迟，并给出美国结婚年龄从 21 推迟到 29 的数字。

信息指纹 结婚年龄从21推到29

- E 解释承诺被推迟的原因：年轻人意识到自己会活更久，“选项”的价值随时间变长而升高，所以不着急着早早做承诺。

信息指纹 选项越久越值钱

- F 讨论退休年龄被推后，给出 40 多岁、20 多岁现今打工人各自要工作到多少岁的推算，并指出不仅是钱的问题——三十年无所事事会损害认知与情感活力。

信息指纹 退休推后伤认知情感

- G 指出仅仅延长职业生涯并不诱人：钱够了，可生产技能、活力、幸福、友谊这些“无形资产”会被熬干。

信息指纹 延长职业耗尽无形资产

H 把同一逻辑套到教育上：童年时打一针教育不可能撑起 60 年职业；技术变化会让技能或行业过时，人人都得在某个时点再投资技能。

信息指纹 技术变化逼再投资技能

I 推断传统的三阶段人生将演变为含两段、三段甚至更多职业的多阶段人生，并列举各阶段可能的侧重。

信息指纹 三阶段变多阶段多职业

J 讲阶段之间的过渡：常以“休假”形式出现，有时自主选择，有时被旧角色/公司/行业消失所迫。

信息指纹 阶段之间用休假衔接

K 多阶段人生不只是改变职业管理方式，还会深刻改变对待生活的态度；适应变化、自我觉察、广交友、开放思想都变成更关键的能力。

信息指纹 多阶段深改生活态度

L 多阶段人生会让人群之间出现“巨多样性”，因为阶段排列顺序的可能性大大增加。

信息指纹 阶段排列产生多样性

M 结果是“年龄与阶段紧绑”将不复存在：传统三阶段里大家同年龄走同节奏，多阶段里你可能 20、40、60 岁都是本科生。

信息指纹 年龄与阶段脱钩

N 收束全文：现行的人生结构、职业路径、教育与社会规范都跟不上长寿的现实；父辈祖辈那套三阶段不再适用，要正视长寿对全生命的意义。

信息指纹 三阶段不再适用

SENTENCE INSIGHTS • 句子精讲

11 句真题句逐层精讲

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

If current trends continue, then by 2050 there will be more than a million in the US alone.

A段，第3句

条件状语从句加主句的结构是四六级和考研常考句式，there be 句型也是高频结构。本句使用时间、地点状语修饰，符合真题中预测类表达的典型特征，学习后可大量迁移

When people live longer, they are not only older for longer, but also younger for longer.

C段，第2句

时间状语从句前置 + 主句的结构是四六级和考研阅读中的高频句式。主句中 "not only ... but also" 连接并列表语的用法也是常考的并列结构。这种句式在真题中反复出现，掌握后可迁移到大量类似句子。

If you age more slowly over a longer time period, then you are in some sense younger for longer.

C段，第4句

"If 条件从句, then 主句" 是英语中非常典型的条件句结构，在四六级和考研真题中频繁出现。掌握此结构后可大量复用于理解和构造类似的条件推理句式，具有较高的代表性和迁移价值。

Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career.

D段，第2句

祈使句引出例子加定语从句限定的结构,在四六级和考研阅读中常见于议论文举例段落,"介词 + 关系代词" 引导定语从句是高频考点,且从句内并列同位语结构也是典型搭配,掌握后可迁移至大量类似例证句式

Options are more valuable the longer they can be held.

E段，第2句

"the + 比较级 ..., the + 比较级 ..." 句型在四六级和考研阅读中频繁出现，用于表达比例关系和因果逻辑，是经济、科技类文本的典型句式。掌握本句结构后可迁移到大量类似句子的分析。

So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive.

E段，第3句

条件状语从句加主句的结构在四六级和考研阅读中非常常见，内部嵌套宾语从句以及主句的并列结构也是高频句式，具有很强的代表性和迁移价值。

Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s.

F段，第2句

极具教学价值，适合作为中高级阶段理清复杂句法层级的突破性练习。

And yet that does not mean that simply extending our careers is appealing.

G段，第1句

主句 + 宾语从句的结构在四六级和考研阅读中非常常见，"mean that..." 是典型的宾语从句引导模式。动名词短语作主语也是高频句式。掌握本句结构后，可以迁移到大量类似的 "动词 + that 从句" 和 "动名词短语作主语" 的句子中。

If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated.

H段，第3句

条件状语从句 + 主句并列结构是四六级和考研阅读中的高频句式。"If...either...or..." 的组合在逻辑推理类文章中常见，且 "主将从现" 规则是考点。掌握后可迁移到大量类似句子。

That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

K段，第4句

这句结构不算很难，但非常适合训练“先抓外层系动词，再处理内层完整说明结构”的基本功，同时还能顺带练并列主语和将来时判断，值得优先学习。

The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today.

N段，第2句

通过 "but" 连接两个主句形成转折对比是四六级和考研阅读中极为常见的句式。第一个主句中主语带多层后置定语的扩展模式也是学术文本的典型特征。这种 "先陈述旧观念 + 转折引出新观点" 的论证结构在议论文中高频出现,掌握后可大量复用。

HIGH-FREQUENCY · 真题高频词

本篇出现的 125 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。

stage

A2

n. 阶段

本篇10次 · 真题 30 句

career

B1

n. 职业

本篇9次 · 真题 119 句

simply

B1

adv. 仅仅，只不过

本篇4次 · 真题 90 句

retirement

B2

n. 退休

本篇4次 · 真题 30 句

commitment

B2

n. 承诺

本篇4次 · 真题 18 句

longevity

C1

n. 长寿

本篇4次 · 真题 12 句

financial

B2

adj. 财政的

本篇3次 · 真题 101 句

factor

B1

n. 因素

本篇3次 · 真题 77 句

option B1

n. 选择

本篇3次 · 真题 60 句

variety B1

n. 多样化

本篇3次 · 真题 47 句

exist A2

v. 存在;实际上有

本篇3次 · 真题 46 句

extend B1

v. 延伸;延长

本篇3次 · 真题 20 句

lifespan B2

n. 寿命

本篇3次 · 真题 11 句

transition B2

n. 过渡

本篇3次 · 真题 11 句

likely A2

adj. 很可能的

本篇2次 · 真题 224 句

support A2

v. 支持

本篇2次 · 真题 118 句

focus B1

n. 重点

本篇2次 · 真题 107 句

issue B1

n. 问题

本篇2次 · 真题 83 句

challenge B1

n. 挑战

本篇2次 · 真题 80 句

current B1

adj. 现在的

本篇2次 · 真题 64 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次 · 真题 50 句

emotional B1

adj. 情绪的

本篇2次 · 真题 50 句

shift B1

v. 移动

本篇2次 · 真题 49 句

pattern B1

n. 模式

本篇2次 · 真题 37 句

delay B1

n. 延迟

本篇2次·真题 30 句

valuable B1

adj. 贵重的

本篇2次·真题 28 句

technological B2

adj. 技术的

本篇2次·真题 24 句

emerge B2

v. 出现;浮现

本篇2次·真题 18 句

implication C1

n. 可能的影响或结果

本篇2次·真题 18 句

producer B2

n. 生产者

本篇2次·真题 16 句

adulthood B2

n. 成年期

本篇2次·真题 13 句

asset B2

n. 资产

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

less A1

det. 较少的

本篇1次·真题 224 句

effect A2

n. 影响

本篇1次·真题 156 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 139 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 137 句

million A2

num. 一百万

本篇1次·真题 119 句

relationship B1

n. 关系

本篇1次·真题 109 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 105 句

behavior B1

n. 行为

本篇1次·真题 92 句

project A2

n. 项目

本篇1次·真题 90 句

average A2

adj. 平均的

本篇1次·真题 89 句

according B1

prep. 根据

本篇1次·真题 88 句

mental B1

adj. 精神的

本篇1次·真题 86 句

view A2

n. 观点, 看法

本篇1次·真题 85 句

concern B1

v. 涉及

本篇1次·真题 79 句

traditional B1

adj. 传统的

本篇1次·真题 79 句

rate A2

n. 速度

本篇1次·真题 78 句

major B1

adj. 主要的

本篇1次·真题 73 句

later A1

adv. 以后, later

本篇1次·真题 70 句

potential B2

adj. 潜在的

本篇1次·真题 63 句

positive B1

adj. 积极的

本篇1次·真题 62 句

united B1

adj. 联合的

本篇1次·真题 60 句

negative B1

adj. 否定的

本篇1次·真题 57 句

balance B1

n. 平衡

本篇1次·真题 55 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 53 句

link A2

n. 联系

本篇1次·真题 52 句

contain B1

v. 包含, 含有

本篇1次·真题 50 句

associate B2

v. 联系

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 45 句

harm B1

n. 伤害

本篇1次·真题 44 句

trend B1

n. 趋势

本篇1次·真题 44 句

firm B1

adj. 坚固的

本篇1次·真题 43 句

states A1

n. 国家

本篇1次·真题 43 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

explore B1

v. 探索

本篇1次·真题 40 句

reality B1

n. 现实

本篇1次·真题 38 句

aging B2

n. 变老;老化

本篇1次·真题 37 句

occur B1

v. 发生, 出现

本篇1次·真题 36 句

achievement B1

n. 成就

本篇1次·真题 33 句

instance

B2

n. 例子

本篇1次 · 真题 33 句

productive

B2

adj. 富有成效的

本篇1次 · 真题 32 句

harmful

B1

adj. 有害的

本篇1次 · 真题 31 句

childhood

A2

n. 童年

本篇1次 · 真题 30 句

network

B1

n. 网络

本篇1次 · 真题 30 句

growing

A2

adj. 增长的

本篇1次 · 真题 29 句

association

B2

n. 协会

本篇1次 · 真题 28 句

necessarily

B2

adv. 必然地

本篇1次 · 真题 27 句

fully

B1

adv. 完全地

本篇1次 · 真题 26 句

beginning

A1

n. 开始

本篇1次 · 真题 25 句

cognitive

C1

adj. 认知的

本篇1次 · 真题 24 句

foundation

B2

n. 基础;根基

本篇1次 · 真题 23 句

happiness

A2

n. 幸福

本篇1次 · 真题 23 句

crucial

B2

adj. 至关重要的

本篇1次 · 真题 22 句

invest

B2

v. 投资 (金钱、时间等以期获得回报)

本篇1次 · 真题 22 句

relevant

B2

adj. 相关的

本篇1次 · 真题 22 句

retire B1

v. 退休

本篇1次·真题 22 句

multiple B2

adj. 多个的

本篇1次·真题 21 句

worldwide B1

adj. 全世界的

本篇1次·真题 21 句

contribution B2

n. 贡献

本篇1次·真题 20 句

structure B1

n. 结构

本篇1次·真题 20 句

constantly B1

adv. 不断地, 持续地

本篇1次·真题 19 句

roughly B1

adv. 大约, 大概

本篇1次·真题 19 句

numerous B2

adj. 众多的, 许多的

本篇1次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

nowadays B1

adv. 现在

本篇1次·真题 17 句

married A1

adj. 已婚的

本篇1次·真题 16 句

attractive B1

adj. 有吸引力的

本篇1次·真题 15 句

possibly B1

adv. 可能, 也许

本篇1次·真题 15 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次·真题 15 句

sector B2

n. (经济或商业的) 部门, 行业

本篇1次·真题 15 句

secure B2

adj. 安全的

本篇1次·真题 15 句

norm B2

n. 常态

本篇1次·真题 14 句

broad B1

adj. 宽阔的

本篇1次·真题 13 句

extraordinary B2

adj. 非凡的

本篇1次·真题 13 句

primarily B2

adv. 主要地

本篇1次·真题 13 句

slowly A1

adv. 缓慢地

本篇1次·真题 13 句

surely B1

adv. 肯定地

本篇1次·真题 13 句

finance B2

n. 财政

本篇1次·真题 11 句

precious B2

adj. 珍贵的

本篇1次·真题 11 句

radical B2

adj. 根本的

本篇1次·真题 11 句

fundamental B2

adj. 基本的

本篇1次·真题 10 句

saying B1

n. 谚语

本篇1次·真题 10 句

span B2

n. 时间段

本篇1次·真题 10 句

expectancy C1

n. 预期寿命

本篇1次·真题 9 句

undergraduate B2

n. 大学本科生

本篇1次·真题 9 句

characterize C1

v. 是...的特征

本篇1次·真题 8 句

continuous B2

adj. 连续不断的

本篇1次·真题 8 句

exhaust B2

v. 使筋疲力尽

本篇1次 · 真题 8 句

pension B2

n. 养老金

本篇1次 · 真题 8 句

persistent B2

adj. 坚持不懈的

本篇1次 · 真题 8 句

potentially B2

adv. 可能地

本篇1次 · 真题 8 句

redesign B2

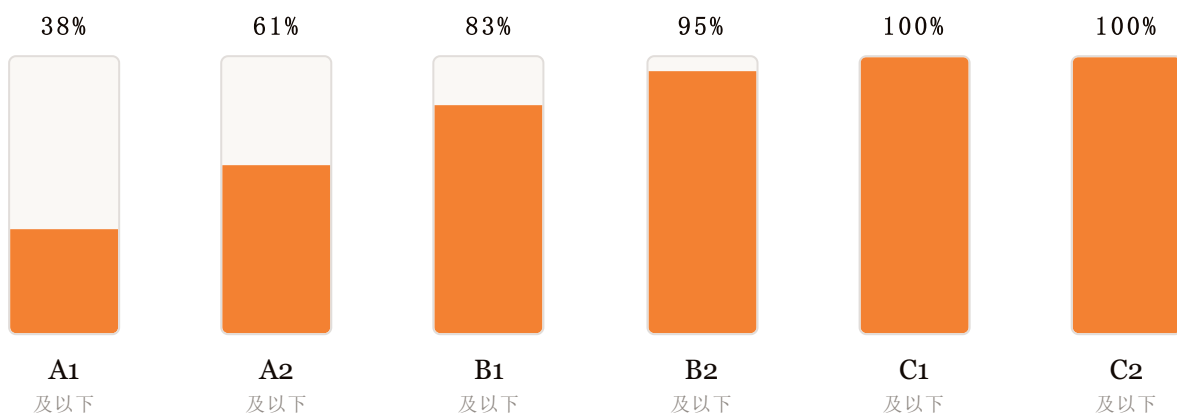
v. 重新设计

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 333 词按 CEFR 难度累积覆盖

全文去重后共 **333** 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 15 个 · 约 5%。



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 333 个 · 末柱为 100%

去重总词数

333

B2 以上难词

5%

B1 及以下覆盖

83%

英语四级 2019年6月·第1套 · 全卷构成

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

2019年6月·第1套 英语四级阅读理解（四选一） 第1篇·46–50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2019年6月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 8 段原文（段首标 P1–P8 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2019-06) • 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 to 50 are based on the following passage.

P1 In the classic marriage vow(誓约), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill.

在经典的婚姻誓言中,夫妻承诺无论疾病还是健康都要相守在一起。但一项新研究发现,当妻子而非丈夫罹患重病时,老年夫妇的离婚风险会上升。

P2 "Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce," said researcher Amelia Karraker.

研究人员Amelia Karraker说:"被诊断出患有严重健康问题的已婚女性可能会发现自己在努力应对疾病影响的同时,还要承受离婚的压力。"

P3 Karraker and co-author Kenzie Latham analyzed 20 years of data on 2,717 marriages from a study conducted by Indiana University since 1992. At the time of the first interview, at least one of the partners was over the age of 50.

Karraker和合著者Kenzie Latham分析了Indiana University自1992年以来开展的一项研究中2717对婚姻20年的数据。在第一次访谈时,至少有一方伴侣年龄超过50岁。

P4 The researchers examined how the onset(发生) of four serious physical illnesses affected marriages. They found that, overall, 31% of marriages ended in divorce over the period studied. The

incidence of new chronic(慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

研究人员考察了四种严重身体疾病的发生如何影响婚姻。他们发现,总体而言,在研究期间有31%的婚姻以离婚告终。新发慢性疾病的发生率也随时间增加,患上严重健康问题的丈夫多于妻子。

P5 "We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said. "They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

Karraker说:"我们发现,面对疾病时,女性在婚姻破裂方面处于双重弱势地位。她们更有可能成为寡妇,而且如果是她们患病,她们更有可能离婚。"

P6 While the study didn't assess why divorce is more likely when wives but not husbands become seriously ill, Karraker offers a few possible reasons. "Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said. "And because of the imbalance in marriage markets, especially in older ages, divorced men have more choices among prospective partners than divorced women."

虽然该研究没有评估为什么妻子而非丈夫罹患重病时更容易离婚,但Karraker提供了几个可能的原因。

Karraker说:"性别规范和关于照护的社会期望可能使男性更难为患病配偶提供照料。而且由于婚姻市场的不平衡,尤其是在年龄较大时,离婚男性在潜在伴侣中拥有比离婚女性更多的选择。"

P7 Given the increasing concern about health care costs for the aging population, Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

鉴于人们对老龄人口医疗保健费用的日益关注,Karraker认为政策制定者应该意识到疾病与离婚风险之间的关系。

P8 "Offering support services to spouses caring for their other halves may reduce marital stress and prevent divorce at older ages," she said. "But it's also important to recognize that the pressure to divorce may be health-related and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs."

她说:"为照顾另一半的配偶提供支持服务可能会减轻婚姻压力,并防止老年离婚。但同样重要的是要认识到,离婚压力可能与健康有关,患病的前妻可能需要额外的照护和服务,以防止健康恶化和医疗费用增加。"

题目与逐题解析

46. What can we learn about marriage vows from the passage?

- A) They may not guarantee a lasting marriage.
- B) They are as binding as they used to be.
- C) They are not taken seriously any more.
- D) They may help couples tide over hard times.

从文章中我们能了解到关于婚姻誓言的什么信息?

- A) 它们可能无法保证婚姻持久。 B) 它们和过去一样具有约束力。 C) 它们不再被认真对待。
- D) 它们可能帮助夫妻渡过艰难时期。

【答案】 A (细节题)

【判型】 What can we learn about marriage vows from the passage 指向文中关于誓约的具体陈述，要求基于原文做合理转述，而非整体推断。

【拆句】 What can we learn about marriage vows from the passage 主干是 What can we learn, about 短语限定学到的对象，from the passage 指明信息来源；结构平铺直叙，无陷阱。

【定位】 In the classic marriage vow(誓约), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill.

在经典婚誓里，夫妻承诺无论疾病还是健康都厮守。但一项新研究发现，当妻子——而非丈夫——重病时，老年夫妻的离婚风险会上升。

【选项】 A) ✓ 正确

But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill

↔ **They may not guarantee a lasting marriage**

couples promise to stay together in sickness and in health ↔ **lasting marriage**

预判要点是"婚誓不一定兑现"，They may not guarantee a lasting marriage 中 may not 对应实然失效，guarantee a lasting marriage 对应婚誓承诺，整句与预判完全对位。

B) 与原文相反

They are as binding as they used to be 称婚誓"像过去一样有约束力"，与 But a new study finds that the risk of divorce among older couples rises 揭示的"约束力不足"截然相反。

C) 过度推断

They are not taken seriously any more 把"婚誓未必兑现"夸张为"完全不被认真对待"，原文 P1 并未说人们不重视婚誓，只说离婚风险上升。

D) 与原文相反

They may help couples tide over hard times 称婚誓能帮助夫妻渡过难关，与 But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill 揭示的"妻子重病时反而易离婚"完全相反。

47. What did Karraker and co-author Kenzie Latham find about elderly husbands?

- A) They are generally not good at taking care of themselves.
- B) They can become increasingly vulnerable to serious illnesses.
- C) They can develop different kinds of illnesses just like their wives.
- D) They are more likely to contract serious illnesses than their wives.

Karraker和合著者**Kenzie Latham**关于年老丈夫发现了什么？

- A) 他们通常不善于照顾自己。 B) 他们可能变得越来越容易患严重疾病。

c) 他们可以像妻子一样患上不同种类的疾病。 d) 他们比妻子更可能患上严重疾病。

【答案】 **D** (细节题)

【判型】 What did Karraker and co-author Kenzie Latham find about elderly husbands 直接问研究发现，属对原文事实的转述题。

【拆句】 What did Karraker and co-author Kenzie Latham find about elderly husbands 一般疑问句，find 后接 about + 对象；about 引出考察对象，注意发现的主体是 husbands。

【定位】 The incidence of new chronic(慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

新的慢性病发病率随时间也在上升，其中丈夫患严重健康问题的人数多于妻子。

【选项】 A) **无中生有**

They are generally not good at taking care of themselves 评价丈夫"不善自我照护"，P4 全段未提及照护能力，P6 谈的是"照顾配偶"而非"自我照护"。

B) **偷换概念**

They can become increasingly vulnerable to serious illnesses 把 more husbands than wives (与妻子相比的对比) 偷换成 increasingly (随时间加剧) 的程度推进；原句只比较了性别，并未单论丈夫"越来越易病"。

C) **答非所问**

They can develop different kinds of illnesses just like their wives 强调"跟妻子一样患各种病"，回避了 more husbands than wives 的比较方向；题问的是丈夫相对于妻子的差异，而非相同点。

D) **✓ 正确**

more husbands than wives developing serious health problems ↔

They are more likely to contract serious illnesses than their wives

serious health problems ↔ **serious illnesses**

预判"丈夫患严重病比妻子多"，They are more likely to contract serious illnesses than their wives 完整保留 more...than wives 的方向与对象，是定位句的标准同义替换。

48. What does Karraker say about women who fall ill?

- A) They are more likely to be widowed.
- B) They are more likely to get divorced.
- C) They are less likely to receive good care.
- D) They are less likely to bother their spouses.

Karraker对患病女性有何看法？

- A) 她们更可能成为寡妇。 B) 她们更可能离婚。 C) 她们不太可能得到良好的照顾。
- D) 她们不太可能麻烦配偶。

【答案】 **B** (细节题)

【判型】 What does Karraker say about women who fall ill 指向 Karraker 直接表态的那一句，对原句做同义转述即可。

【拆句】 What does Karraker say about women who fall ill 中 who fall ill 是修饰 women 的定语从句，限定范围为患病女性；句子结构清晰，无陷阱。

【定位】 "We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said. "They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

Karraker 说："我们发现女性在面对疾病时承受婚姻破裂的双重脆弱性。""她们更可能丧偶；而如果是她们自己生病，则更可能被离婚。"

【选项】 A) 答非所问

They are more likely to be widowed 改自 They're more likely to be widowed，但那一句对应的是"女性双重脆弱"中的另一面——丧偶情境，与题干限定的 women who fall ill（自己生病）不匹配。

B) ✓ 正确

if they're the ones who become ill, they're more likely to get divorced ↔

They are more likely to get divorced

预判"她们更易被离婚"与 They are more likely to get divorced 几乎逐词对位，是原文主句的直接抽取。

C) 无中生有

They are less likely to receive good care 称患病女性不易获得良好照护，P5 整段未提到照护质量；P6 只谈男性难以提供照护，并未推出"妻子因此得不到好照护"。

D) 无中生有

They are less likely to bother their spouses 表述"她们不愿打扰配偶"，P5 完全没有涉及女性是否会因病打扰配偶的描写，属脑补出来的关怀心理。

49. Why is it more difficult for men to take care of their sick spouses according to Karraker?

A) They are more accustomed to receiving care.

B) They find it more important to make money for the family.

C) They think it more urgent to fulfill their social obligations.

D) They expect society to do more of the job.

根据 Karraker 的说法,为什么男性照顾生病配偶更困难?

A) 他们更习惯于接受照顾。 B) 他们认为为家庭挣钱更重要。 C) 他们认为履行社会义务更紧迫。

D) 他们期望社会承担更多工作。

【答案】 A (细节题)

【判型】 Why is it more difficult for men to take care of their sick spouses according to Karraker 用 according to + 人名 把原因限定到 Karraker 在文中给出的具体解释，仍属对原句的同义转述。

【拆句】 Why is it more difficult for men to take care of their sick spouses according to Karraker 形式主语句 it is more difficult for men to do sth; according to Karraker 限定信息源; 注意 men 是"照顾者", sick spouses 才是"被照顾者", 方向不能反。

【定位】 "Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said.

Karraker 说: "关于照护的性别规范和社会期待可能使男性更难为患病配偶提供照护。"

【选项】 A) ✓ 正确

Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses

↔ **They are more accustomed to receiving care**

Gender norms and social expectations about caregiving ↔

more accustomed to receiving care

预判要点是"性别规范让男性不习惯当照护者", They are more accustomed to receiving care 正是该规范在男性身上的具体体现, 与因果推导一步到位。

B) 无中生有

They find it more important to make money for the family 称男性认为"养家更重要", P6 全段未提男性在赚钱与照护之间的权衡。

C) 偷换概念

They think it more urgent to fulfill their social obligations 把 social expectations about caregiving (关于照护的社会期待) 偷换成 fulfill their social obligations (履行社会义务); 前者是社会对男女照护角色的预期, 后者是工作/公共事务责任, 并非同义。

D) 无中生有

They expect society to do more of the job 称男性"期待社会承担更多", P6 只描述男性受社会规范影响而不擅照护, 并未提到男性主动把照护责任推给社会。

50. What does Karraker think is also important?

A) Reducing marital stress on wives.

B) Stabilizing old couples' relations.

C) Providing extra care for divorced women.

D) Making men pay for their wives' health costs.

Karraker认为什么也很重要?

A) 减轻妻子的婚姻压力。 B) 稳定老年夫妇的关系。 C) 为离婚女性提供额外照顾。

D) 让男性支付妻子的医疗费用。

【答案】 C (细节题)

【判型】 What does Karraker think is also important 让考生定位到 Karraker 提出的第二件重要事, 本质仍是对原文一句话的同义转述。

【拆句】 What does Karraker think is also important 中 think 后省略 that 引导的从句"(that) X is also important", 即"Karraker 认为还有什么也是重要的"; 理解关键是"also"暗含"除前文已说之外"。

【定位】 But it's also important to recognize that the pressure to divorce may be health-related and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs.

但同样重要的是要认识到, 离婚的压力可能与健康相关, 已离异的患病妻子可能需要额外的照护和服务, 以防止健康恶化和医疗成本上升。

【选项】 A) 偷换概念

Reducing marital stress on wives 把 Offering support services to spouses caring for their other halves may reduce marital stress 中的"承担照护的配偶(含男女)"偷换成"妻子"; 原文 reduce marital stress 的对象是照护者, 不专指妻子。

B) 答非所问

Stabilizing old couples' relations 概括为"稳定老年夫妻关系", 对应的是 prevent divorce at older ages 的整体目标, 并不是 But also 之后所强调的"也重要的事"; 题干 also important 要的是 But 之后的第二件事。

C) ✓ 正确

sick ex\ -wives may need additional care and services ↔

Providing extra care for divorced women

additional care and services ↔ **extra care**

sick ex\ -wives ↔ **divorced women**

预判"给离异病妻额外照护", Providing extra care for divorced women 从供给侧把原文需求句完整改写, 是定位句的标准同义替换。

D) 无中生有

Making men pay for their wives' health costs 称要让男性承担妻子的医疗费, P8 仅提到 increased health costs, 并未指明由男性承担。

SENTENCE INSIGHTS • 句子精讲

16 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。

"Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce," said researcher Amelia Karraker.

第2段，第1句

直接引语 + 倒装主句的格式常见于新闻报道和学术文献引用，find oneself doing 句型和 while 连接并列动作也是四六级和考研阅读中的高频结构。主语带后置定语修饰的长主语在真题中也很典型。掌握本句结构后可迁移到大量类似句式。

They found that, overall, 31% of marriages ended in divorce over the period studied.

第4段，第2句

"主句 + that 引导的宾语从句" 是四六级和考研阅读中高频出现的句式,后置定语和介词短语状语也是典型结构。学生掌握本句的分析方法后,可以直接迁移到大量类似句子,代表性较强。

The incidence of new chronic(慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

第4段，第3句

简单句 + 独立主格结构是四六级和考研阅读中的高频句式；with 短语作伴随状语在长难句中反复出现，掌握本句结构后可迁移到大量类似句子，典型性较高。

"We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said.

第5段，第1句

直接引语 + 宾语从句的组合是新闻报道、学术文献中的高频句式，宾语从句本身也是四六级、考研常考结构；掌握后可广泛迁移到阅读理解和翻译题中。

"They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

第5段，第2句

本句结构在四六级和考研真题中较为常见：主句内部并列、条件状语从句插入、定语从句修饰先行词，这些都是高频考查的句式组合。掌握本句的分析方法可以迁移到大量类似长难句，具有较高的复用价值。

"Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said.

第6段，第2句

引述结构 sb said + 宾语从句是新闻、学术文本的常见句式,宾语从句中 make it + 形容词 + for sb + to do 是四六级和考研阅读的高频句型,情态动词 may 表推测也是常用法。掌握这种结构后,可以迁移到大量类似表达的理解和写作中。结构具有很强的代表性和实用性。

Given the increasing concern about health care costs for the aging population, Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

第7段，第1句

主句加宾语从句的结构在四六级和考研阅读中非常常见,believes 等认知动词引出从句是典型的观点陈述句式;句首 Given 介词短语作状语也是学术写作的常用表达。掌握本句结构后,可迁移至大量类似的观点陈述和条件背景表达句。

They are as binding as they used to be.

第46题，B

"as ... as" 比较结构是四六级和考研阅读中的高频句式,本句展示了典型的同级比较用法,且涉及时态对比,具有较强的代表性和迁移价值。

They are generally not good at taking care of themselves.

第47题，A

主系表结构在四六级和考研阅读中很常见，"be + 形容词 + 介词短语" 的搭配也是高频句式。但本句过于简短且无从句或复杂修饰，作为典型代表略显单薄，学习后的迁移价值中等。

They can become increasingly vulnerable to serious illnesses.

第47题，B

情态动词 + 系动词 + 形容词表语的结构在四六级和考研阅读中较常见，尤其描述趋势、可能性或状态变化时，具有一定代表性

They are more likely to contract serious illnesses than their wives.

第47题, D

"be likely to do" 和 "more...than" 比较结构都是四六级和考研阅读中的高频句式,比较分句的承前省略也是典型用法。掌握这类结构可以迁移到大量同类句子,代表性较强。

They are more likely to get divorced.

第48题, B

主系表加形容词比较级的结构在考试中较为常见, "likely to do"句型也有一定代表性, 但本句过于简短, 未涉及从句、并列或其他高频复杂结构, 典型性中等偏下。

Why is it more difficult for men to take care of their sick spouses according to Karraker?

第49题 题干

"it is + 形容词 + for sb + to do sth" 是四六级和考研阅读中高频出现的句式,形式主语结构也是常考语法点;疑问句形式在真题中也常见;掌握后可大量复用,具有较强的代表性。

They are more accustomed to receiving care.

第49题, A

主系表结构 "be + 形容词 + 介词短语" 是四六级和考研中常见的基本句式, "be accustomed to doing" 是固定搭配, 具备一定典型性。但由于句子过于简单, 未涉及从句或复杂修饰, 代表性处于中等水平。

They find it more important to make money for the family.

第49题, B

"find it + 形容词 + to do" 是四六级和考研真题中高频出现的句型, 典型代表了英语中用形式宾语避免头重脚轻的表达习惯。本句结构简洁规范, 掌握后可直接迁移到大量类似句式 (如 think/consider/make it + 形容词 + to do), 实用性和代表性强。

They think it more urgent to fulfill their social obligations.

第49题, C

"think/find/make + it + 形容词/名词 + to do/that从句" 是四六级和考研阅读写作中的高频句式,本句结构极具代表性,掌握后可直接迁移到大量类似表达,典型性很强

本篇出现的 45 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。

divorce

B2

n. 离婚

本篇10次 · 真题 15 句

likely

A2

adj. 很可能的

本篇8次 · 真题 224 句

spouse

B2

n. 配偶

本篇4次 · 真题 18 句

stress

B1

n. 压力

本篇3次 · 真题 102 句

seriously

B1

adv. 严肃地

本篇3次 · 真题 19 句

researcher

B2

n. 研究人员

本篇2次 · 真题 239 句

less

A1

det. 较少的

本篇2次 · 真题 224 句

reduce

B1

v. 减少，降低（数量、大小、程度等）

本篇2次 · 真题 118 句

risk

A2

n. 风险

本篇2次 · 真题 108 句

partner

B1

n. 伴侣

本篇2次 · 真题 44 句

vulnerable

C1

adj. 易受伤害的

本篇2次 · 真题 23 句

support

A2

v. 支持

本篇1次 · 真题 118 句

affect

B1

v. 影响

本篇1次 · 真题 113 句

relationship

B1

n. 关系

本篇1次 · 真题 109 句

impact B2

n. 影响

本篇1次·真题 98 句

physical B1

adj. 身体的

本篇1次·真题 98 句

according B1

prep. 根据

本篇1次·真题 88 句

least A2

det. 最少的

本篇1次·真题 84 句

concern B1

v. 涉及

本篇1次·真题 79 句

data B1

n. 数据

本篇1次·真题 73 句

gender B1

n. 性别 (社会文化意义上的)

本篇1次·真题 71 句

pressure B1

n. 心理压力

本篇1次·真题 63 句

struggle B1

v. 奋斗

本篇1次·真题 54 句

generally B1

adv. 通常, 一般地

本篇1次·真题 53 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 53 句

extra A2

adj. 额外的

本篇1次·真题 48 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

overall B1

adj. 总体的

本篇1次·真题 39 句

aging B2

n. 变老;老化

本篇1次·真题 37 句

expectation B2

n. 期待;预期

本篇1次·真题 34 句

recognize B1

v. 认出

本篇1次 · 真题 34 句

aware A2

adj. 知道的

本篇1次 · 真题 30 句

increasing B1

adj. 越来越多的

本篇1次 · 真题 26 句

additional B1

adj. 额外的

本篇1次 · 真题 22 句

elderly B2

adj. 年老的

本篇1次 · 真题 19 句

increased A2

v. 增加了

本篇1次 · 真题 16 句

analyze B2

v. 分析

本篇1次 · 真题 15 句

assess B2

v. 评估

本篇1次 · 真题 14 句

contract B2

n. 合同

本篇1次 · 真题 14 句

guarantee B2

n. 保证

本篇1次 · 真题 14 句

norm B2

n. 常态

本篇1次 · 真题 14 句

urgent B2

adj. 紧急的, 急迫的

本篇1次 · 真题 14 句

fulfill B2

v. 履行、执行 (承诺、义务、职责等)

本篇1次 · 真题 10 句

bother B1

v. 打扰; 烦扰

本篇1次 · 真题 8 句

prospective C1

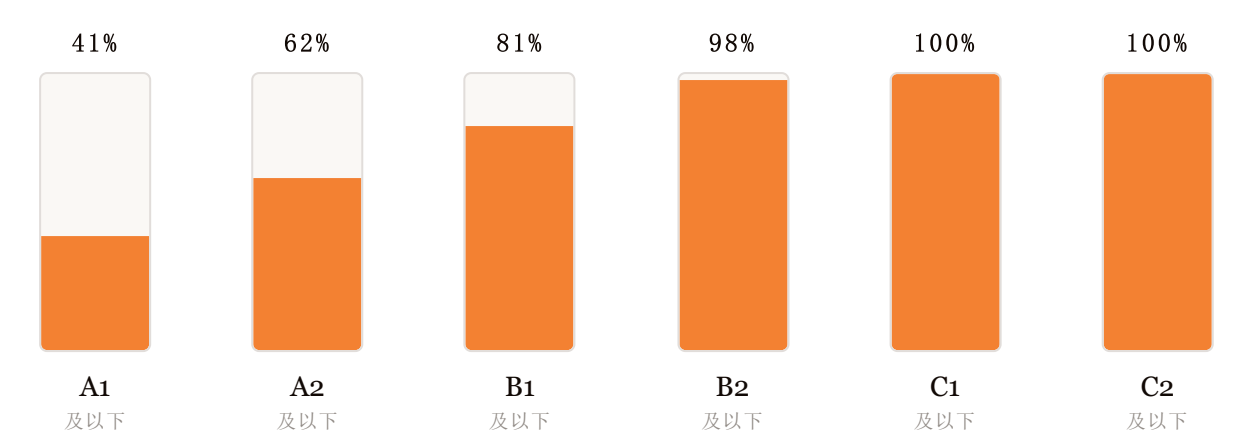
adj. 预期的

本篇1次 · 真题 8 句

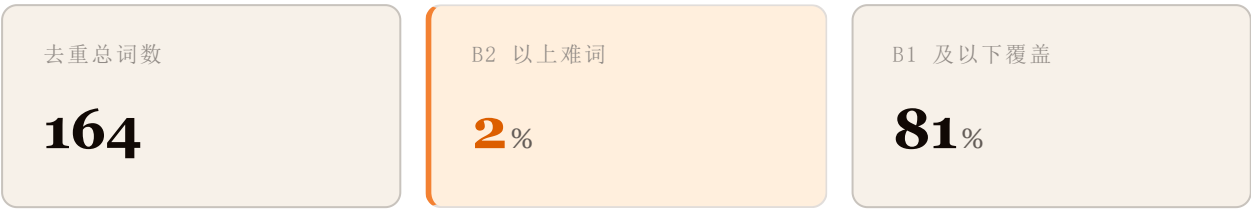
VOCABULARY · 词汇难度分布

全文 164 词按 CEFR 难度累积覆盖

全文去重后共 **164** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 4 个·约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 164 个·末柱为 100%



英语四级 2019年6月·第1套 · 全卷构成

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

2019年6月·第1套 英语四级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解和解析

阅读理解和解析·51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2019年6月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2019-06) • 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 If you were like most children, you probably got upset when your mother called you by a sibling's(兄弟姐妹的) name. How could she not know you? Did it mean she loved you less?

如果你和大多数孩子一样，当母亲用兄弟姐妹的名字称呼你时，你可能会感到不高兴。她怎么会认不出你呢？这是否意味着她对你的爱少一些？

P2 Probably not. According to the first research to tackle this topic head-on, misnaming the most familiar people in our life is a common cognitive(认知的) error that has to do with how our memories classify and store familiar names.

也许不是。根据首次正面解决这一话题的研究，在我们的生活中对最熟悉的人叫错名字是一种常见的认知错误，这与我们的记忆如何对熟悉的名字进行分类和储存有关。

P3 The study, published online in April in the journal Memory and Cognition, found that the "wrong" name is not random but is invariably fished out from the same relationship pond: children, siblings, friends. The study did not examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, "but it does tell us who's in and who's out of the group."

该研究于4月在线发表在《记忆与认知》期刊上，研究发现"错误的"名字不是随机的，而是总是从同一关系池中提取出来的：孩子、兄弟姐妹、朋友。心理学家David Rubin说，该研究没有考察这种错误的深层心理意义的可能性，"但它确实告诉我们谁在群体内，谁在群体外"。

P4 The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob. Physical resemblance between people was not a factor. Nor was gender.

研究还发现，在该群体内，叫错名字发生在名字共享首字母或内部音节的情况下，比如Jimmy和Joanie或John和Bob。人与人之间的外貌相似性不是一个因素。性别也不是。

P5 The researchers conducted five separate surveys of more than 1,700 people. Some of the surveys included only college students; others were done with a mixed-age population. Some asked subjects about incidents where someone close to them—family or friend—had called them by another person's name. The other surveys asked about times when subjects had themselves called someone close to them by the wrong name. All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

研究人员对1700多人进行了五项独立调查。一些调查仅包括大学生；其他调查则针对年龄混合的人群。一些调查询问受访者关于与他们亲近的人——家人或朋友——用另一个人的名字称呼他们的事件。其他调查询问受访者自己用错误的名字称呼与他们亲近的人的时候。所有调查都发现，人们在关系群体内混淆名字，如孙辈、朋友和兄弟姐妹，但几乎从未跨越这些界限。

P6 In general, the study found that undergraduates were almost as likely as old people to make this mistake and men as likely as women. Older people and women made the mistake slightly more often, but that may be because grandparents have more grandchildren to mix up than parents have children. Also, mothers may call on their children more often than fathers, given traditional gender norms. There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry.

总体而言，研究发现大学生和老年人犯这种错误的可能性几乎一样，男性和女性的可能性也一样。老年人和女性犯错的频率略高一些，但这可能是因为祖父母要混淆的孙辈比父母要混淆的孩子更多。此外，鉴于传统的性别规范，母亲可能比父亲更频繁地呼唤孩子。没有证据表明当叫错名字的人感到沮丧、疲倦或愤怒时错误发生得更多。

题目与逐题解析

51. How might people often feel when they were misnamed?

- A) Unwanted.
- B) Unhappy.
- C) Confused.
- D) Indifferent.

当人们被叫错名字时，他们通常会有什么感受？

A) 不受欢迎。 B) 不高兴。 C) 困惑。 D) 无所谓。

【答案】 B (细节题)

【判型】 题干 How might people often feel when they were misnamed? 是 How 引导的具体细节问句，问的是被叫错名字时的感受这一具体信息点，不是推断、不是主旨。

【拆句】 How might people often feel when they were misnamed? 是一个 how 引导的特殊疑问句，主句 How might people often feel, when 引导时间状语从句 when they were misnamed, 从句被动语态表示“被叫错名字”，全句结构平铺、无陷阱。

【定位】 If you were like most children, you probably got upset when your mother called you by a sibling's(兄弟姐妹的) name.

如果你跟大多数孩子一样，当你妈妈用你兄弟姐妹的名字叫你时，你很可能感到不悦/沮丧。

【选项】 A) **过度推断**

Unwanted 意为"不被需要、被嫌弃"，原文 How could she not know you? Did it mean she loved you less? 只是孩子自问，紧接着 Probably not. 直接否定了"妈妈不爱我"的猜想，Unwanted 是被否定的过度联想。

B) **✓ 正确**

got upset ↔ **Unhappy**

预判出感受是"不开心"，扫一眼四个选项，只有 Unhappy 在情绪轴上与 upset 完全对位，锁定 B。

C) **偷换概念**

Confused 意为"困惑、糊涂"，但原文写感受用的是 upset，没有任何"困惑"的语义；How could she not know you? 是惊讶/委屈的反问，不是"我搞不清楚状况"的困惑。

D) **与原文相反**

Indifferent 意为"冷漠、无所谓"，与定位句 got upset 表达的强情绪正好相反——若孩子"无所谓"，就不会 upset 了。

52. What did David Rubin's research find about misnaming?

- A) It is related to the way our memories work.
- B) It is a possible indicator of a faulty memory.
- C) It occurs mostly between kids and their friends.
- D) It often causes misunderstandings among people.

David Rubin的研究发现了关于叫错名字的什么情况？

- A) 它与我们记忆的运作方式有关。 B) 它可能是记忆力缺陷的一个指标。
- C) 它主要发生在孩子和他们的朋友之间。 D) 它经常在人们之间造成误解。

【答案】 A (细节题)

【判型】 题干 What did David Rubin's research find about misnaming? 问的是某项研究的具体发现，是 What did ... find 句式的客观信息提取，归为细节题。

【拆句】 What did David Rubin's research find about misnaming? 是 What 引导的特殊疑问句，主语 David Rubin's research，谓语 find，about misnaming 是 find 的范围状语；结构平铺、无陷阱。

【定位】 The study did not examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, "but it does tell us who's in and who's out of the group." 配合 misnaming the most familiar people in our life is a common cognitive(认知的) error that has to do with how our memories classify and store familiar names

该研究并未考察这一错误是否具有深层心理意义, 心理学家 David Rubin 说, "但它确实告诉我们谁在群里、谁在群外。" 并结合第二段: "叫错最熟悉的人的名字是一种常见的认知错误, 与我们的记忆如何分类和存储熟悉的名字有关。"

【选项】 A) ✓ 正确

has to do with how our memories classify and store familiar names ↔

It is related to the way our memories work.

has to do with 对位 related to, classify and store 对位 the way ... work, 两层同义替换同时成立, 锁定 A。

B) 偷换概念

a possible indicator of a faulty memory"记忆有缺陷的可能信号"把"与记忆机制有关"歪曲成"记忆出了问题"——原文 a common cognitive(认知的) error 的 error 指"认知层面的小差错", 不等于"记忆故障", 更没有"指标 indicator"的语义。

C) 以偏概全

It occurs mostly between kids and their friends 把研究发现限缩到"主要发生在孩子与朋友之间", 原文 the same relationship pond: children, siblings, friends 列举的是"关系池"的若干成员, 并未说"主要在孩子与朋友之间", 更未提及"孩子"是错误方。

D) 无中生有

It often causes misunderstandings among people 说叫错名字"常造成人际误解"——原文 P3 只讨论这种错误反映了"关系群内/群外"的认知归类, 并未提及叫错名字会带来"误解 misunderstandings"这种社交后果。

53. What is most likely the cause of misnaming?

- A) Similar personality traits.
- B) Similar spellings of names.
- C) Similar physical appearance.
- D) Similar pronunciation of names.

叫错名字最可能的原因是什么?

A) 相似的性格特征。 B) 相似的名字拼写。 C) 相似的外貌。 D) 相似的名字发音。

【答案】 D (细节题)

【判型】 题干 What is most likely the cause of misnaming? 问的是"原因"这一具体信息点, 原文有明确对应句, 不是要考生自行推断。

【拆句】 What is most likely the cause of misnaming? 主语 What, 系动词 is, 表语 the cause of misnaming, most likely 作状语修饰整个判断, 只表"最可能"的语气而不影响信息提取; 结构平铺、无陷阱。

【定位】 The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob.

该研究还发现，在那个群体内部，叫错的情况发生在名字共享首音或内部读音的人之间，比如 Jimmy 和 Joanie，或 John 和 Bob。

【选项】 A) **无中生有**

Similar personality traits 说原因是"性格特征相似"，但 P4 完全没有讨论性格，只讨论 sounds、physical resemblance、gender 三项；性格是原文从未提及的全新维度。

B) **偷换概念**

Similar spellings of names 把"读音相似"偷换成"拼写相似"——例子 Jimmy and Joanie or John and Bob 中的 John 和 Bob 拼写完全不同，靠的是 sound 而非 spelling，由此可证选项偷换。

C) **与原文相反**

Similar physical appearance 说原因是外貌相似，但原文 Physical resemblance between people was not a factor. 明确否定了这一因素，与选项直接相反。

D) **✓ 正确**

the names shared initial or internal sounds ↔ **Similar pronunciation of names.**

预判出"名字读音相似"，扫一眼四个选项只有 Similar pronunciation of names. 在"读音"这一轴上对位，锁定 D。

54. What did the surveys of more than 1,700 subjects find about misnaming?

- A) It more often than not hurts relationships.
- B) It hardly occurs across gender boundaries.
- C) It is most frequently found in extended families.
- D) It most often occurs within a relationship group.

对1700多名受试者的调查发现关于叫错名字的什么情况？

- A) 它往往会伤害关系。
- B) 它几乎不会跨越性别界限发生。
- C) 它在大家庭中最为常见。
- D) 它最常发生在一个关系群体内。

【答案】 D (细节题)

【判型】 题干 What did the surveys of more than 1,700 subjects find about misnaming? 与第 52 题同构，是研究发现的客观提取，归细节题。

【拆句】 What did the surveys of more than 1,700 subjects find about misnaming? What 引导特殊疑问句，主语 the surveys of more than 1,700 subjects 含 of 短语修饰 surveys, about misnaming 状语；结构清晰、无陷阱。

【定位】 All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

所有调查均发现，人们会在同一关系组内（如孙辈、朋友、兄弟姐妹之间）混淆名字，但几乎从不跨越这些组别。

【选项】 A) 无中生有

It more often than not hurts relationships 说叫错名"通常会伤害关系"——原文 P3 已经明确说 The study did not examine the possibility of deep psychological significance to the mistake (研究并未考察深层心理意义), 全文从未讨论叫错名字会否伤害关系。

B) 偷换概念

It hardly occurs across gender boundaries 把"几乎不跨关系组"偷换成"几乎不跨性别"——原文 hardly ever crossed these boundaries 中的 boundaries 明确指向前文 relationship groups, 而非 gender; 性别的内容在 Nor was gender. 与 P6, 与本题考点无关。

C) 无中生有

It is most frequently found in extended families 说"大家庭中最常见"——原文 P5 列举的是 grandchildren、friends、siblings 三类"关系组", 并未给出按"家庭规模"做比较的结论; extended families (大家庭/扩展家庭) 是原文从未引入的维度。

D) ✓ 正确

people mixed up names within relationship groups ↔

It most often occurs within a relationship group.

hardly ever crossed these boundaries ↔ **most often occurs within a relationship group**

within relationship groups 与 hardly ever crossed these boundaries 两层信息同时被 most often occurs within a relationship group 覆盖, 锁定 D。

55. Why do mothers misname their children more often than fathers?

- A) They suffer more frustrations.
- B) They become worn out more often.
- C) They communicate more with their children.
- D) They generally take on more work at home.

为什么母亲比父亲更经常叫错孩子的名字?

- A) 她们承受更多挫折。
- B) 她们更经常感到疲惫不堪。
- C) 她们与孩子交流更多。
- D) 她们通常在家里承担更多工作。

【答案】 C (细节题)

【判型】 题干 Why do mothers misname their children more often than fathers? 是 Why 引导的因果细节, 原文有明确解释句, 归细节题。

【拆句】 Why do mothers misname their children more often than fathers? Why 引导特殊疑问句, 主谓宾 mothers misname their children, more often than fathers 是比较状语, 省略了 fathers misname their children; 考生若没看出省略, 容易误以为题干在比 mothers 和 fathers 这两个人, 而不是在比两种行为的频次。

【定位】 Also, mothers may call on their children more often than fathers, given traditional gender norms.

另外，鉴于传统的性别规范，母亲可能比父亲更经常地呼唤/招呼自己的孩子。

【选项】 A) 与原文相反

They suffer more frustrations 说"母亲承受更多挫败"——原文 There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry. 已经明确否定了 frustration 与叫错名字的关联，这条选项与原文直接相反。

B) 与原文相反

They become worn out more often 说"母亲更常感到疲惫"——同样被原文 There was no evidence that errors occurred more when the misnamer was ... tired ... 否定，与 They suffer more frustrations. 同属"被否定项当原因"的骗局。

C) ✓ 正确

mothers may call on their children more often than fathers ↔

They communicate more with their children.

预判出"母亲与孩子互动更多"，扫四个选项只有 They communicate more with their children. 在"亲子互动频次"轴上对位，锁定 C。

D) 无中生有

They generally take on more work at home 说"母亲通常承担更多家务"——原文 given traditional gender norms 只是用一个状语"鉴于传统性别规范"作为高频呼唤的背景，并未把"家务多"作为原因；"做更多家务"是选项编造的具体内容，原文从未提及。

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。

Some of the surveys included only college students; others were done with a mixed-age population.

第5段，第2句

分号连接的并列句在考试阅读中较为常见，且本句展示了被动语态在学术表达中的典型用法（描述研究方法），具有一定的代表性和复用价值。

The other surveys asked about times when subjects had themselves called someone close to them by the wrong name.

第5段，第4句

本句覆盖主语、谓语、宾语、方式状语，同位语从句内部还有主语、谓语、宾语、定语（close to them）、方式状语（by the wrong name），成分种类较丰富。同位语从句的识别（与定语从句区分）、反身代词 themselves 的位置理解、介词短语作状语的判断，都是有训练价值的点。

They generally take on more work at home.

第55题，D

主谓宾加状语是常见句式，但过于基础，真题中此类简单句通常作为长难句的子句出现，单独作为完整句的代表性有限。

HIGH-FREQUENCY • 真题高频词

本篇出现的 39 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。

occur B1

v. 发生，出现

本篇5次 · 真题 36 句

relationship B1

n. 关系

本篇4次 · 真题 109 句

likely A2

adj. 很可能的

本篇3次 · 真题 224 句

gender B1

n. 性别（社会文化意义上的）

本篇2次 · 真题 71 句

wrong A2

adj. 错误的

本篇2次 · 真题 54 句

familiar B1

adj. 熟悉的

本篇2次 · 真题 28 句

error A2

n. 错误

本篇2次·真题 18 句

mix A2

v. 混合

本篇2次·真题 13 句

researcher B2

n. 研究人员

本篇1次·真题 239 句

less A1

det. 较少的

本篇1次·真题 224 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

online A2

adj. 在线的

本篇1次·真题 145 句

physical B1

adj. 身体的

本篇1次·真题 98 句

traditional B1

adj. 传统的

本篇1次·真题 79 句

factor B1

n. 因素

本篇1次·真题 77 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 64 句

generally B1

adv. 通常, 一般地

本篇1次·真题 53 句

evidence B1

n. 证据

本篇1次·真题 52 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次·真题 50 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

mostly B1

adv. 主要地

本篇1次·真题 35 句

psychologist B2

n. 心理学家

本篇1次·真题 30 句

journal

B1

n. 杂志

本篇1次·真题 29 句

related

B1

adj. 相关的

本篇1次·真题 28 句

psychological

B2

adj. 心理的

本篇1次·真题 25 句

cognitive

C1

adj. 认知的

本篇1次·真题 24 句

possibility

B1

n. 可能性

本篇1次·真题 24 句

frequently

B1

adv. 频繁地

本篇1次·真题 21 句

slightly

B1

adv. 稍微, 略微, 轻微地

本篇1次·真题 21 句

extend

B1

v. 延伸; 延长

本篇1次·真题 20 句

incident

B2

n. (尤指不寻常或令人不快的) 事件, 事情

本篇1次·真题 18 句

indicator

B2

n. 指示物; 指示信号

本篇1次·真题 14 句

norm

B2

n. 常态

本篇1次·真题 14 句

initial

B1

adj. 最初的

本篇1次·真题 12 句

tackle

B2

v. 处理

本篇1次·真题 12 句

classify

B2

v. 将...分类; 把...归类

本篇1次·真题 9 句

misunderstanding

B2

n. 误解

本篇1次·真题 9 句

undergraduate

B2

n. 大学本科生

本篇1次·真题 9 句

frustration

B2

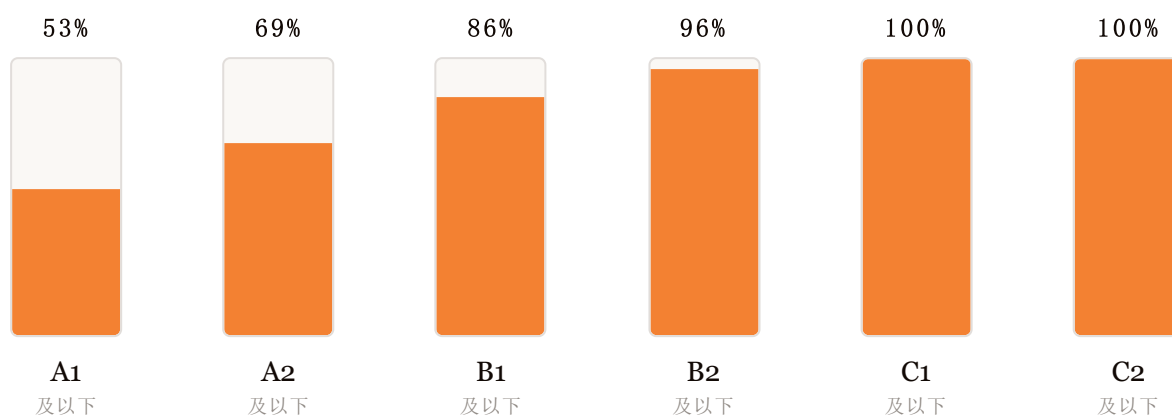
n. 挫败感

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 159 词按 CEFR 难度累积覆盖

全文去重后共 **159** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 6 个 · 约 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 159 个 · 末柱为 100%

去重总词数

159

B2 以上难词

4%

B1 及以下覆盖

86%

英语四级 2019年6月·第1套 · 全卷构成

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

2019年6月·第1套英语四级汉译英（段落翻译）·中国灯笼的文化介绍 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2019年6月·第1套 英语四级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第1套(2019-06) • 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**.

灯笼起源于东汉，最初主要用于照明。在唐代，人们用红灯笼来庆祝安定的生活。从那时起，灯笼在中国的许多地方流行起来。灯笼通常用色彩鲜艳的薄纸制作，形状和尺寸各异。在中国传统文化中，红灯笼象征生活美满和生意兴隆，通常在春节、元宵节和国庆等节日期间悬挂。如今，世界上许多其他地方也能看到红灯笼。

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。

Lanterns originated in the Eastern Han Dynasty, and were mainly used for lighting at first. In the Tang Dynasty, people used red lanterns to celebrate a stable life. Since then, lanterns have become popular in many parts of China. Lanterns are usually made of brightly colored thin paper and come in various shapes and sizes. In traditional Chinese culture, red lanterns symbolize a happy life and a prosperous business, and are usually hung up during festivals such as the Spring Festival, the Lantern Festival and National Day. Today, red lanterns can also be seen in many other parts of the world.

【衔接】句2到句3用Since then承接

第2句讲唐代人们用红灯笼，第3句从那时起，灯笼在中国的许多地方流行起来。中的「从那时起」就是回指第2句的唐代。译文里 Since then 直接做衔接词，时间承接就接上了，不需要再说 since the Tang Dynasty。

句4到句5主语用red lanterns显化

第4句主语是 Lanterns（泛指所有灯笼），第5句缩小到「红灯笼」的文化象征。中文红灯笼象征生活美满和生意兴隆 主语已显化为「红灯笼」，英文跟着写 Red lanterns，不要用 They 代回——因为讨论对象从所有灯笼缩到红灯笼这个子集，必须显化名词，否则指代会发生偏移。

句5到句6用代词或重复名词的取舍

第5、6句主语都是 red lanterns。第6句开头若用 They，可读性高但句首 Today 是状语，紧跟 Today, they can also be seen... 也说得过去；若仍写 Today, red lanterns can also be seen..., 则在句首强调主体「红灯笼」更清晰、和前一段呼应得更紧。本篇选后者，因为这是结尾句，重复一次主语反而起强调作用。

句6用also显出递进

第5句讲红灯笼在中国节日里悬挂，第6句世界上许多其他地方也能看到红灯笼。的「也」明显是递进——从中国扩展到世界。英文用 can also be seen 把这个递进显化出来，不要漏掉 also，否则前后两句的逻辑关系就读不出来。

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】中国灯笼的文化介绍

全段是对「灯笼」这一中国传统文化物件的客观介绍，先讲起源灯笼起源于东汉，最初主要用于照明。再讲在唐代的发展在唐代，人们用红灯笼来庆祝安定的生活。最后落到当下的特征、象征意义与使用场合如今，世界上许多其他地方也能看到红灯笼。——典型的四级「中国文化介绍类」语体，用词朴素、客观陈述，不带主观情感色彩。

【时态】一般现在时

全段主体是在客观介绍灯笼「现在是什么样、现在象征什么、现在挂在哪些节日」——这类陈述客观事实/普遍特征的语篇，英文默认用一般现在时。只有讲历史起源那两句涉及过去的动作（灯笼起源于东汉，最初主要用于照明。和在唐代，人们用红灯笼来庆祝安定的生活。）需要偏离基调改用一般过去时；讲「从那时起.....流行起来并延续至今」时改用现在完成时。其余各句一律回到一般现在时。

【译法】东汉

东汉 是中国朝代名，全篇统一译作 the Eastern Han Dynasty（首字母大写、定冠词 the 不可漏）。依据：约定俗成的官方英译。

唐代

唐代 全篇统一译作 the Tang Dynasty。依据：约定俗成译名；与上文 the Eastern Han Dynasty 同一格式（the + 朝代名 + Dynasty）保持一致。

灯笼/红灯笼

灯笼 译作 lantern；红灯笼 译作 red lantern。可数名词，凡泛指多个或作类别讨论时一律用复数 lanterns / red lanterns。全篇只用 lantern 这一个词根，不要时而 lantern、时而 lamp 或 lampion。

春节

春节 统一译作 the Spring Festival（也可加注 Chinese New Year，但四级考场不必）。首字母大写、带 the。

元宵节

元宵节 统一译作 the Lantern Festival。首字母大写、带 the；恰与本文主题 lantern 同根，注意不要拼成 Lantern's。

国庆

国庆 指中国国庆，统一译作 National Day（或 the National Day）。首字母大写。

生活美满与生意兴隆

生活美满 译作 a happy life / happiness in life；生意兴隆 译作 prosperous business / booming business。两者作 symbolize 的并列宾语时，保持名词性结构对称（如 a happy life and a prosperous business），避免一名词一从句的不平衡。

1. 灯笼起源于东汉，最初主要用于照明。

【主干】灯笼作主语+并列两谓语（主语策略：原句主语）

中文 灯笼起源于东汉，最初主要用于照明。的主语就是「灯笼」，无需补；核心动作有两个——「起源于」和「用于照明」。英文主干定为 Lanterns originated in the Eastern Han Dynasty, and were mainly used for lighting, 主语 lanterns（类别名，复数泛指），两个并列谓语 originated 和 were used。

【降级】两并列谓语+介词短语

本句无需复杂降级，只把两个动作并列即可：起源于东汉 → originated in the Eastern Han Dynasty（介词 in 接朝代）；最初主要用于照明 → were mainly used for lighting，副词 originally / mainly 修饰被动谓语，「用于...」用 be used for + 名词/动名词的固定搭配。不要照中文写成 Lanterns originated in the Eastern Han Dynasty. They were mainly used... 这种重复主语的流水句。

【语法】时态

讲历史起源、明确指向过去，偏离全篇基调，用一般过去时 originated / were used。

语态

「用于照明」是灯笼被人拿来照明，灯笼是动作承受者→必须用被动 were used for lighting，不能写成 used lighting。

单复数

lantern 是可数名词，此处泛指这一类物品→用复数 lanterns，不加 the。

冠词

the Eastern Han Dynasty 朝代名前必须加定冠词 the，且 Eastern / Han / Dynasty 三个实词均首字母大写。

介词搭配

「起源于某朝代」用 originate in (也可 date back to)；「用于做某事」用 be used for + 动名词 (lighting) 或 be used to + 动词原形 (light)。本句选 for lighting，与下一句 use for celebrating 形成结构呼应。

【译文】Lanterns originated in the Eastern Han Dynasty, and were mainly used for lighting at first.

2. 在唐代，人们用红灯笼来庆祝安定的生活。

【主干】people 作主语 (主语策略：原句主语)

中文 在唐代，人们用红灯笼来庆祝安定的生活。主语是「人们」，直接译为 people；谓语「用...来庆祝」译为 used red lanterns to celebrate。主干：People used red lanterns to celebrate a stable life。

【降级】目的状语用to do

「用 A 来 B」是经典「目的+手段」结构。手段「用红灯笼」做谓语，目的「庆祝安定的生活」用不定式 to do 作目的状语：used red lanterns to celebrate a stable life。开头时间状语 In the Tang Dynasty 前置，符合英文常见的「时间状语开头+逗号+主句」格式。

【语法】时态

讲唐代发生的事，明确过去时间→偏离全篇基调，用一般过去时 used。

单复数

people 本身就是复数，谓语用 used 即可；red lanterns 此处泛指「红灯笼」这类东西→复数无冠词。

冠词

the Tang Dynasty 朝代名前加 the；「安定的生活」是泛指的一种生活→a stable life，加不定冠词 a。

搭配

「安定的」译 stable / peaceful 均可，stable life 强调安稳、peaceful life 强调安宁，本篇语境讲唐代社会稳定，stable / peaceful 任选一个全篇保持。

【译文】In the Tang Dynasty, people used red lanterns to celebrate a stable life.

3. 从那时起，灯笼在中国的许多地方流行起来。

【主干】灯笼作主语+become popular（主语策略：原句主语）

中文 从那时起，灯笼在中国的许多地方流行起来。主语是「灯笼」，谓语「流行起来」是状态变化。主干：Lanterns have become popular。「从那时起」是典型的现在完成时信号词。

【降级】时间+地点状语

从那时起 → Since then 句首；在中国的许多地方 → in many parts of China 作地点状语放谓语之后；「流行起来」用「成为流行」become popular 表达状态变化，比直接 be popular 更准。

【语法】时态

偏离全篇基调，用现在完成时 have become——「从那时起」明确表示动作从唐代延续到现在。

主谓一致

主语 lanterns 是复数，助动词用 have（不是 has）。

单复数

lanterns 仍为复数泛指；「许多地方」用 many parts / many places of China, parts 复数。

介词搭配

「在中国的...地方」用 in + 地点；不要写成 at many parts。

【译文】Since then, lanterns have become popular in many parts of China.

4. 灯笼通常用色彩鲜艳的薄纸制作，形状和尺寸各异。

【主干】灯笼作主语+被动be made（主语策略：转被动）

中文 灯笼通常用色彩鲜艳的薄纸制作 没明说「谁制作」，但语义是「灯笼被人用...制作」——动作承受者是灯笼。英文最自然的方式是转被动：Lanterns are usually made of brightly colored thin paper, 主语 lanterns, 谓语 are made。

【降级】并列谓语挂第二信息

本句两个信息：「用...纸制作」和「形状尺寸各异」。前者用 are made of...；后者「形状和尺寸各异」可以并列谓语 and come in various shapes and sizes，也可以用 with 介词短语 with various shapes and sizes。两种都是把第二个信息降级挂到主干上，避免照中文写成两个分离短句。

【语法】时态

回到全篇基调，一般现在时 are made / come。

语态

「灯笼...制作」是被动 are made。

搭配

「用...材料制作」一般用 be made of (材料看得见、未发生根本性变化，如纸做的灯笼)。be made from 用于材料被加工得看不出原貌 (如葡萄酒由葡萄制成)。本句选 be made of。

单复数

shapes 和 sizes 用复数——「各异」意味着有多种。paper 作「纸」讲是不可数名词，前面不加 a，也不变复数。

形容词顺序

「色彩鲜艳的薄纸」译 brightly colored thin paper：先评价性形容词 brightly colored，再客观属性 thin，最后名词 paper。

【译文】Lanterns are usually made of brightly colored thin paper and come in various shapes and sizes.

5. 在中国传统文化中，红灯笼象征生活美满和生意兴隆，通常在春节、元宵节和国庆等节日期间悬挂。

【主干】red lanterns作主语+symbolize (主语策略：原句主语)

中文 红灯笼象征生活美满和生意兴隆 主语是「红灯笼」，谓语「象征」译 symbolize / represent。主干：Red lanterns symbolize a happy life and a prosperous business。后半句「通常...悬挂」处理为并列被动谓语 and are usually hung up during ...。

【降级】状语前置+并列谓语

在中国传统文化中 作背景状语前置：In traditional Chinese culture, ...；两个并列宾语 生活美满和生意兴隆 译成对称的名词短语 a happy life and a prosperous business；后半句「通常在...节日期间悬挂」译成并列被动谓语 and are usually hung up during festivals such as the Spring Festival, the Lantern Festival and National Day。such as 引出例子，比 like 正式、比 including 简洁。

【语法】时态

回到全篇基调，一般现在时 symbolize / are hung up——讲的是文化里恒常的象征意义和惯例做法。

语态

「悬挂」是灯笼被悬挂，灯笼是动作承受者→用被动 are hung up。

动词变形

hang 当「悬挂（物品）」讲时，过去分词是 hung（不是 hanged，hanged 专指绞死）。本句用 are hung。

冠词

三个节日名都是约定俗成的专名：the Spring Festival、the Lantern Festival 前都加 the；National Day 一般不加 the。注意三个节日名首字母都大写。

主谓一致

主语 red lanterns 是复数，谓语 symbolize 和 are 都用复数形式。

【译文】 In traditional Chinese culture, red lanterns symbolize a happy life and a prosperous business, and are usually hung up during festivals such as the Spring Festival, the Lantern Festival and National Day.

6. 如今，世界上许多其他地方也能看到红灯笼。

【主干】 red lanterns作主语+can be seen（主语策略：转被动）

中文 世界上许多其他地方也能看到红灯笼。是无主句，「能看到」省略了施动者「人们」。英文最地道的做法是转被动，把动作承受者 red lanterns 提作主语：Red lanterns can also be seen in many other parts of the world today。也可以用 there be 结构 There are red lanterns in...，但 can be seen 更贴近「看得见、出现」的语义。

【降级】时间和地点状语

如今 → today / nowadays，作时间状语放句末或句首均可；世界上许多其他地方 → in many other parts of the world，作地点状语；「也」译 also，放助动词 can 之后、be 之前。

【语法】时态

回到全篇基调，一般现在时——「如今」明确指向现在状态。

语态

「能看到」转被动 can be seen。

情态动词

情态动词 can 后接动词原形，被动结构为 can be + 过去分词，不要写成 can been seen 或 can is seen。

单复数

red lanterns 复数泛指；parts 复数；world 单数加 the（特指我们这个世界）。

冠词

the world 必须加定冠词 the；nowadays / today 前不加任何冠词。

【译文】 Today, red lanterns can also be seen in many other parts of the world.

英语四级 2019年6月·第1套 · 全卷构成

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