

四级·真题卷第3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 volunteer activity organized by your Student Union to assist elderly people in the neighborhood. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

本部分与 2019年6月第1套 共用, 点此查看

Section B

本部分与 2019年6月第1套 共用, 点此查看

Section C

本部分与 2019年6月第1套 共用, 点此查看

Part III Reading Comprehension (40 minutes) (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.

Ships are often sunk in order to create underwater reefs(暗礁) perfect for scuba diving(水肺式潜泳) and preserving marine 26. Turkish authorities have just sunk something a little different than a ship, and it wouldn't normally ever touch water, an Airbus A300. The hollowed-out A300 was 27 of everything potentially harmful to the environment and sunk off the Aegean coast today. Not only will the sunken plane 28 the perfect skeleton for artificial reef growth, but authorities hope this new underwater attraction will bring tourists to the area.

The plane 29 a total length of 54 meters, where experienced scuba divers will 30 be able to venture through the cabin and around the plane's 31. Aydin Municipality bought the plane from a private company for just under US \$100,000, but they hope to see a return on that 32 through the tourism industry. Tourism throughout Turkey is expected to fall this year as the country has been the 33 of several deadly terrorist attacks. As far as sunken planes go, this Airbus A300 is the largest 34 sunk aircraft ever.

Taking a trip underwater and 35 the inside of a sunken A300 would be quite an adventure, and that is exactly what Turkish authorities are hoping this attraction will make people think. Drawing in adventure seekers and experienced divers, this new artificial Airbus reef will be a scuba diver's paradise(天堂).

- | | |
|----------------|------------------|
| A) create | I) intentionally |
| B) depressed | J) investment |
| C) eventually | K) revealing |
| D) experiences | L) stretches |
| E) exploring | M) stripped |
| F) exterior | N) territory |
| G) habitats | O) victim |
| H) innovate | |

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**.*

Make Stuff, Fail, And Learn While You're At It

- A) We've always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.
- B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.
- C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, which was founded in a garage in Menlo Park, California, in the mid-1970s. Members — including guys named Jobs and Wozniak — started making and inventing things they couldn't buy.
- D) So it's no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.
- E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you're learning to do.
- F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American Context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

- G) Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.
- H) I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone—and begin to develop it, repeat it and improve it. Then, realize that idea somehow. That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.
- I) In some ways, a lot of forms of making in school trivialize(使变得无足轻重) making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.
- J) Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It's to let them be in control and to drive the car.
- K) Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.
- L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at. Are they engaged? Are they developing and repeating their project? Are they stumbling(受挫)? Do they need something that they don't have? Can you help them be aware of where they are?
- M) My belief is that the goal of making is not to get every kid to be hands-on, but it enables us to be good learners. It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.
- N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, "This is science, over here is history," I see schools taking this idea of projects and looking at: How do they support children in higher level learning?
- O) I feel like this is a shift away from a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.
36. A maker space is where people make things according to their personal interests.
37. The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.
38. Coming up with an idea of one's own or improving one from others is key to the concept of making.

39. Contrary to structured learning, learning by doing is highly individualized.
40. America is a nation known for the idea of making things by oneself.
41. Making will be boring unless students are able to take charge.
42. Making can be related to a project, but it is created and carried out by students themselves.
43. The author suggests incorporating the idea of a maker space into a school curriculum.
44. The maker concept is a modern version of some ancient philosophical ideas.
45. Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

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.

Most kids grow up learning they cannot draw on the walls. But it might be time to unlearn that training—this summer, a group of culture addicts, artists and community organizers are inviting New Yorkers to write all over the walls of an old house on Governor's Island.

The project is called Writing On It All, and it's a participatory writing project and artistic experiment that has happened on Governor's Island every summer since 2013.

"Most of the participants are people who are just walking by or are on the island for other reasons, or they just kind of happen to be there," Alexandra Chasin, artistic director of Writing On It All, tells Smithsonian.com.

The 2016 season runs through June 26 and features sessions facilitated by everyone from dancers to domestic workers. Each session has a theme, and participants are given a variety of materials and prompts and asked to cover surfaces with their thoughts and art. This year, the programs range from one that turns the house into a collaborative essay to one that explores the meaning of exile.

Governor's Island is a national historic landmark district long used for military purposes. Now known as "New York's shared space for art and play," the island, which lies between Manhattan and Brooklyn in Upper New York Bay, is closed to cars but open to summer tourists who flock for festivals, picnics, adventures, as well as these "legal graffiti(涂鸦)" sessions.

The notes and art scribbled(涂画) on the walls are an experiment in self-expression. So far, participants have ranged in age from 2 to 85. Though Chasin says the focus of the work is on the activity of writing, rather than the text that ends up getting written, some of the work that comes out of the sessions has stuck with her.

"One of the sessions that moved me the most was state violence on black women and black girls," says Chasin, explaining that in one room, people wrote down the names of those killed because of it. "People do beautiful work and leave beautiful messages."

46. What does the project Writing On It All invite people to do?
- A) Unlearn their training in drawing.
 - B) Participate in a state graffiti show.
 - C) Cover the walls of an old house with graffiti.
 - D) Exhibit their artistic creations in an old house.
47. What do we learn about the participants in the project?
- A) They are just culture addicts.
 - B) They are graffiti enthusiasts.
 - C) They are writers and artists.
 - D) They are mostly passers-by.
48. What did the project participants do during the 2016 season?
- A) They were free to scribble on the walls whatever came to their mind.
 - B) They expressed their thoughts in graffiti on the theme of each session.
 - C) They learned the techniques of collaborative writing.
 - D) They were required to cooperate with other creators.
49. What kind of place is Governor's Island?
- A) It is a historic site that attracts tourists and artists.
 - B) It is an area now accessible only to tourist vehicles.
 - C) It is a place in Upper New York Bay formerly used for exiles.
 - D) It is an open area for tourists to enjoy themselves year round.
50. What does Chasin say about the project?
- A) It just focused on the sufferings of black females.
 - B) It helped expand the influence of graffiti art.
 - C) It has started the career of many creative artists.
 - D) It has created some meaningful artistic works.

Passage Two

Questions 51 to 55 are based on the following passage.

Online programs to fight depression are already commercially available. While they sound efficient and cost-saving, a recent study reports that they are not effective, primarily because depressed patients are not likely to engage with them or stick with them.

The study looked at computer-assisted cognitive(认知的) behavioral therapy (CBT) and found that it was no more effective in treating depression than the usual care patients receive from a primary care doctor.

Traditional CBT is considered an effective form of talk therapy for depression, helping people challenge negative thoughts and change the way they think in order to change their mood and behaviors. However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

A team of researchers from the University of York conducted a randomized(随机的) control trial with 691 depressed patients from 83 physician practices across England. The patients were split into three groups: one group received only usual care from a physician while the other two groups received usual care from a physician plus one of two computerized CBT programs. Participants were balanced across the three groups for age, sex, educational background, severity and duration of depression, and use of antidepressants(抗抑郁药).

After four months, the patients using the computerized CBT programs had no improvement in depression levels over the patients who were only getting usual care from their doctors.

"It's an important, cautionary note that we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists," says Christopher Dowrick, a professor of primary medical care at the University of Liverpool. "We do still need the human touch or the human interaction, particularly when people are depressed."

Being depressed can mean feeling "lost in your own small, negative, dark world," Dowrick says. Having a person, instead of a computer, reach out to you is particularly important in combating that sense of isolation. "When you're emotionally vulnerable, you're even more in need of a caring human being," he says.

51. What does the recent study say about online CBT programs?

- A) Patients may not be able to carry them through for effective cure.
- B) Patients cannot engage with them without the use of a computer.
- C) They can save patients trouble visiting physicians.
- D) They have been well received by a lot of patients.

52. What has made online CBT programs increasingly popular?

- A) Their effectiveness in combating depression.
- B) The low efficiency of traditional talk therapy.
- C) Their easy and inexpensive access by patients.
- D) The recommendation by primary care doctors.

53. What is the major finding by researchers at the University of York?

- A) Online CBT programs are no more effective than regular care from physicians.
- B) The process of treating depression is often more complicated than anticipated.
- C) The combination of traditional CBT and computerized CBT is most effective.
- D) Depression is a mental condition which is to be treated with extreme caution.

54. What is Professor Dowrick's advice concerning online CBT programs?

- A) They should not be neglected in primary care.
- B) Their effectiveness should not be overestimated.
- C) They should be used by strictly following instructions.
- D) Their use should be encouraged by doctors and therapists.

55. What is more important to an emotionally vulnerable person?

- A) A positive state of mind.
- B) Appropriate medication.
- C) Timely encouragement.
- D) Human interaction.

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**.*

剪纸是中国民间艺术的一种独特形式，已有2000多年历史。剪纸很可能源于汉代，继纸张发明之后。从此，它在中国的许多地方得到了普及。剪纸用的材料和工具很简单：纸和剪刀。剪纸作品通常是用红纸做成的，因为红色在中国传统文化中与幸福相联。因此，在婚礼、春节等喜庆场合，红颜色的剪纸是门窗装饰的首选。

2019年6月·第3套英语四级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2019年6月·第3套 英语四级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第3套(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 volunteer activity organized by your Student Union to assist elderly people in the neighborhood. You should write at least 120 words but no more than 180 words.

【参考范文·148 词】 写作无唯一标准答案，以下为达标示范

Students Bring Warmth to Elderly Neighbors Last Saturday morning, the Student Union of our university organized a volunteer activity to help elderly people living in the nearby community. More than thirty student volunteers took part in the event, which was held at the Sunshine Nursing Home.

During the activity, the volunteers were divided into several groups. Some cleaned the rooms and tidied the gardens, while others chatted with the elderly, performed songs and taught them how to use smartphones. A few students even brought homemade food and gifts to share.

The activity received warm praise from both the elderly and the community. Many old people said they felt cared for and less lonely, and the volunteers also gained a deeper understanding of social responsibility.

This meaningful event not only brings joy to the elderly but also encourages more students to devote themselves to voluntary work in the future.

【参考译文】

学生给社区老人送温暖 上周六上午，我校学生会组织了一场志愿活动，帮助住在附近社区的老人。三十多名学生志愿者参加了这次活动，活动在阳光敬老院举行。

活动中，志愿者们分成了几组。有人打扫房间、整理花园，有人陪老人聊天、表演歌曲、教他们使用智能手机。还有几名同学带来了自制的食物和礼物，分享给老人。

这次活动获得了老人和社区的一致好评。许多老人说他们感到被关心、不再孤单，志愿者们也加深了对社会责任的理解。

这场有意义的活动不仅给老人们带来了快乐，也鼓励更多同学在未来投身于志愿服务。

【第1段】标题加导语落地。标题 Students Bring Warmth to Elderly Neighbors 用名词短语概括事件；导语 Last Saturday morning, the Student Union... organized a volunteer activity 一句答全何时、何人、何事，which was held at the Sunshine Nursing Home 补齐地点与规模，落实了‘导语一句话答全5W’。

【第2段】分组动作落地。先用 the volunteers were divided into several groups 总起，再用 Some cleaned..., while others chatted... performed... taught... 并列铺开具体动作，A few students even brought... 递进补亮点，全段过去时，落实了‘分组罗列具体动作’。

【第3段】反响引言落地。received warm praise from both the elderly and the community 客观交代好评，Many old people said they felt cared for and less lonely 借老人之口写效果，the volunteers also gained... 补参与者收获，落实了‘用反响引言写效果’。

【第4段】意义升华落地。结尾 This meaningful event not only brings joy to the elderly but also encourages more students to... 用 not only...but also... 双重升华，时态转一般现在时表普遍价值，落实了‘结尾升华点意义’。

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

报道校园敬老志愿活动

任务动词是 write，宾语是 a news report，报道内容锁死为 a volunteer activity organized by your Student Union，目的是 to assist elderly people in the neighborhood。一句话钉死：写一篇新闻报道，客观叙述学生会组织的、帮助社区老人的这场志愿活动。注意是‘报道一件已发生的事’，不是发表你的看法。

读者 • 语域

校报读者第三人称客观

题面写明投给 your campus newspaper，读者是全校师生，所以要用新闻体：第三人称、客观陈述、语气正式简明，不写‘我觉得’‘我们玩得很开心’这类主观抒情。给一个标题、正文像记者转述事实，语域就对了。

中心立意

客观报道一场敬老活动的全过程与意义

本篇不是议论，中心是把 a volunteer activity organized by your Student Union 这件事讲清楚讲完整：谁在何时何地做了什么、怎么做的、有什么反响和意义。让读者读完这一篇就掌握这场活动的全貌。

要展开的要点

1. 导语概括活动本身

开门见山点出学生会组织了一场帮助社区老人的志愿活动——即 a volunteer activity organized by your Student Union，把最核心的事实放最前。

2. 交代时间地点人员

补齐基本要素：活动在哪天、哪个地点（如社区/敬老院）举行，多少名志愿者参加，让报道有可信的时空坐标。

3. 说明志愿者做了什么

具体展开志愿者如何 assist elderly people in the neighborhood：打扫房间、陪老人聊天、表演节目、教用智能手机等，用动作把过程写实。

4. 点明意义与反响

收尾交代活动效果：老人的反应、社区的评价、志愿者的收获，以及这场活动倡导的敬老风尚，让报道有落点、不单薄。

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 标题加导语

先拟一个概括性标题，再用一两句导语答全 5W：何时何地，学生会组织了怎样一场帮助社区老人的活动，多少人参加。

第2段 活动具体过程

分点铺开志愿者具体做了哪些事、活动如何开展，用一般过去时把过程写实。

第 3 段 反响与收获

交代活动的反响：老人的感受、社区的评价、志愿者自身的收获。

第 4 段 意义升华与号召

用一句话点出活动的价值、倡导敬老风尚或号召更多同学参与，让报道有落点。

第 1 段 上周六学生会组织敬老活动

落到本题：标题点出‘学生给社区老人送温暖’；导语交代‘上周六上午，本校学生会组织了一场帮助社区老人的志愿活动，三十多名志愿者参加，地点在附近的敬老院’，一句话覆盖 a volunteer activity organized by your Student Union 与 to assist elderly people in the neighborhood。

时间开头点事件 · Last/On + 时间, the ____ organized a volunteer activity to help ____.
(把时间、组织者、活动目的一句说清)

补充规模与地点 · More than ____ volunteers took part in the event, which was held at ____.
(用 which 从句补参与人数和地点，避免另起短句)

第 2 段 打扫陪聊表演教用手机

本段写志愿者如何 assist elderly people in the neighborhood：有人打扫房间、整理花园，有人陪老人聊天、表演歌曲、教他们使用智能手机，还有人带来自制食物和礼物，把‘怎么帮’写实。

总起分组 · During the activity, the volunteers were divided into several groups. (先总说分工，给下文并列做铺垫)

并列不同动作 · Some ____, while others _____. (用 Some...while others... 把两拨人做的两件事并列，句式紧凑不流水账)

递进补充亮点 ·
A few even ____ to _____. (用 even 递进补一个加分细节，让过程更丰满)

第3段 老人称赞志愿者收获

本段写反响：活动持续约三小时，获得老人和社区的好评；许多老人说感到被关心、不再孤单；志愿者也加深了对社会责任的理解，呼应‘点明意义或反响’这一要点。

引出好评 · The activity received warm praise from _____. (用 received praise from 客观交代反响来源)

转述当事人感受 · Many _____ said they felt _____. (借 said they felt 转述老人的真实反应，体现效果)

补志愿者收获 · The volunteers also gained _____. (用 also gained 补一句参与者的成长，双向体现意义)

第4段 带来温暖号召参与

本段收尾升华：这场有意义的活动不仅给社区老人带来了快乐，也鼓励更多同学在未来投身志愿服务，点出敬老的社会价值，让报道有号召力的收束。

双重意义升华 · This meaningful event not only _____ but also encouraged more _____ to _____. (用 not only...but also... 一句同时点出对受助者和对参与者的双重意义)

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

四要素都要落到句子

本题要写的是 a volunteer activity organized by your Student Union 且目的为 to assist elderly people in the neighborhood，核对时确认导语点了活动、正文有时间地点人员、有具体动作、有意义反响，四块缺一即扣分。

结构连贯**导语前置过渡衔接**

本范文按标题 + 导语→过程→反响→意义四段推进，段首用 During the activity、This meaningful event 等标记衔接；自查时确认没有把细节抢在导语前面。

语言准确**过程过去意义现在**

本范文过程段全用过去时（took part、were divided、performed），结尾意义句转现在时（brings、encourages）；自查时逐个谓语对照，别让已发生的动作作用了现在时。

字数格式**达标区间加新闻格式**

本题要求 You should write at least 120 words but no more than 180 words，自查时确认词数落在这个上下限内；同时确认有标题、通篇第三人称客观叙述、不是书信或议论文。

典型低分写法 · 反面示例与改法

第一人称抒情

反面：‘I was so happy that day! We had a great time helping the old people and I will never forget it.’——满是‘I/we’的主观抒情，丢了新闻的客观性。改成：‘The volunteers spent a meaningful morning helping the elderly, and the old people were deeply moved.’ 用第三人称转述事实。

开头就堆细节

反面：‘At 8 a.m. we gathered at the school gate and took a bus for half an hour...’——一上来就是流程细节，读者读完还不知道这是什么活动。改成先写导语：‘Last Saturday, the Student Union organized a volunteer activity to help elderly people in the community.’ 再展开细节。

已发生用现在时

反面：‘The volunteers clean the rooms and chat with the old people.’——活动已结束却用现在时。改成：‘The volunteers cleaned the rooms and chatted with the old people.’ 用一般过去时叙述。

流水账无落点

反面：结尾停在‘Then we cleaned the yard and went home at noon.’——只报流程不点意义。改成：‘This activity not only brought warmth to the elderly but also encouraged more students to join voluntary work.’ 补上意义与号召。

英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2019年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2019年6月·第3套 英语四级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2019年6月·第3套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、3 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第3套(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.

Ships are often sunk in order to create underwater reefs(暗礁) perfect for scuba diving(水肺式潜泳) and preserving marine 26. Turkish authorities have just sunk something a little different than a ship, and it wouldn't normally ever touch water, an Airbus A300. The hollowed-out A300 was 27 of everything potentially harmful to the environment and sunk off the Aegean coast today. Not only will the sunken plane 28 the perfect skeleton for artificial reef growth, but authorities hope this new underwater attraction will bring tourists to the area.

为了创造完美的水肺潜水暗礁并保护海洋栖息地,人们经常将船只沉入水中。土耳其当局刚刚沉没了一件与船只略有不同的东西,而且它通常根本不会接触水面——一架空客A300。这架被掏空的A300飞机剥离了所有可能对环境有害的物质,并于今天沉入爱琴海海岸。这架沉没的飞机不仅将为人工珊瑚礁的生长创造完美的骨架,而且当局希望这个新的水下景点能为该地区带来游客。

The plane 29 a total length of 54 meters, where experienced scuba divers will 30 be able to venture through the cabin and around the plane's 31. Aydin Municipality bought the plane from a private company for just under US \$100,000, but they hope to see a return on that 32 through the tourism industry. Tourism throughout Turkey is expected to fall this year as the country has been the 33 of several deadly terrorist attacks. As far as sunken planes go, this Airbus A300 is the largest 34 sunk aircraft ever.

这架飞机总长54米,经验丰富的水肺潜水员最终将能够穿过机舱并在飞机外部周围探险。Aydin市政府以略低于10万美元的价格从一家私人公司购买了这架飞机,但他们希望通过旅游业看到这项投资的回报。由于该国遭受了几次致命的恐怖袭击,预计今年土耳其全国的旅游业将下降。就沉没的飞机而言,这架空客A300是有史以来最大的故意沉没的飞机。

Taking a trip underwater and 35 the inside of a sunken A300 would be quite an adventure, and that is exactly what Turkish authorities are hoping this attraction will make people think. Drawing in adventure seekers and experienced divers, this new artificial Airbus reef will be a scuba diver's paradise(天堂).

进行一次水下旅行并探索沉没的A300内部将是一次相当大的冒险,这正是土耳其当局希望这个景点能让人们想到的。这个新的人工空客珊瑚礁将吸引冒险寻求者和经验丰富的潜水员,成为水肺潜水者的天堂。

- | | |
|----------------|------------------|
| A) create | I) intentionally |
| B) depressed | J) investment |
| C) eventually | K) revealing |
| D) experiences | L) stretches |
| E) exploring | M) stripped |
| F) exterior | N) territory |
| G) habitats | O) victim |
| H) innovate | |

26. preserving marine __(26)___.

【答案】 **G) habitats** (名词)

【词性槽】 形容词 marine 后必接名词

【依据】 **marine habitats = 海洋栖息地, 固定搭配**

上文 Ships are often sunk in order to create underwater reefs(暗礁) perfect for scuba diving(水肺式潜泳) and preserving marine __(26)_. 讲沉船造礁是为了"保护海洋的某物", 与 reefs 并列出现的最常见对象就是 marine habitats (海洋栖息地)。habitats 是复数名词, 与前面的 reefs 并列、与 preserving 搭配, 语义和搭配都最贴。

【竞争词】 **D) experiences preserve experiences 搭配不通**

experiences (经历) 不是"保护"的常见宾语, 且与 marine 拼起来 marine experiences 指"海上经历", 与造礁保护生态的语境完全对不上。

J) investment 投资与海洋生态无关

investment (投资) 后文 they hope to see a return on that __(32)_ 才是它真正的归宿, 放这里 marine investment 既不搭也偏题。

N) territory territory 偏"主权领域"色彩, 与"保护生态"语义错位

marine territory 多指"海洋领土/领域", 与 reefs 并列说"保护"不自然; 命题人留它做干扰。

O) victim victim 是"受害者", 与"保护对象"逻辑错位

preserving marine victim 不通; victim 在后文 the __(33)_ of several deadly terrorist attacks 才是它的正位。

【易错】 最具迷惑性的错误词是 **N)** —— marine territory 听着像"海洋领地", 其实搭配不通。N territory 词性是名词、与 marine 看似搭得起来, 考生很容易因"海洋领土"的中文直觉误选。防坑: 看到 preserving marine ___ 时回到主题——保护的通常是栖息地/物种/生态, 而不是"领土"这种政治词; preserve marine habitats 才是地道搭配。

27. The hollowed-out A300 was __(27)___ of everything potentially harmful to the environment and sunk off the Aegean coast today.

【答案】 **M) stripped** (动词)

【词性槽】 be 动词后缺过去分词构成被动

【依据】 **be stripped of = 被剥除 (某物)**

上下文 The hollowed-out A300 was __(27)___ of everything potentially harmful to the environment and sunk off the Aegean coast today. 说"挖空的 A300 把所有对环境潜在有害的东西都 ___ 掉了", 与 hollowed-out (挖空) 连用、能搭 of everything 的只有 strip——strip A of B 就是"把 A 身上的 B 剥除"。

【竞争词】 **B) depressed depressed of 不构成搭配**

depressed (沮丧的) 多与 about/by 搭配, 也不能与"挖空的飞机"的物体主语搭。语义和搭配双错。

28. Not only will the sunken plane __(28)__ the perfect skeleton for artificial reef growth

【答案】 **A) create** (动词)

【词性槽】 情态动词 will 后接动词原形

【依据】 **create the perfect skeleton = 形成完美骨架，及物搭配**

本文反复出现 create 的用法（开篇 Ships are often sunk in order to create underwater reefs 就是 create reefs），与 Not only will the sunken plane __(28)__ the perfect skeleton for artificial reef growth 的语义完全相同——沉机"形成"人工礁生长所需的完美骨架。create 是及物动词，直接接 skeleton 通顺。

【竞争词】 H) innovate innovate 多作不及物，且义为"创新"而非"形成"

innovate 通常表抽象的"创新、革新"，主语多为人或机构，不能跟 the perfect skeleton 这种具体物作宾语。语义与及物性都不合。

29. The plane __(29)__ a total length of 54 meters

【答案】 **L) stretches** (动词)

【词性槽】 主语后缺谓语，且主语单数 → 第三人称单数动词

【依据】 **stretches a total length of 54 meters = 全长延伸 54 米，地道搭配**

The plane __(29)__ a total length of 54 meters, where experienced scuba divers will __(30)__ be able to venture through the cabin and around the plane's __(31)__. 写飞机的体量——stretches 用来描述物体在空间里的"延伸、绵延"，与 a total length of 54 meters 搭配自然。

30. experienced scuba divers will __(30)__ be able to venture through the cabin and around the plane's __(31)__.

【答案】 **C) eventually** (副词)

【词性槽】 副词修饰 will be able to

【依据】 **eventually 表"最终（飞机被安置好后）能潜入"，与全文时间线吻合**

上下文 The plane __(29)__ a total length of 54 meters, where experienced scuba divers will __(30)__ be able to venture through the cabin and around the plane's __(31)__. 谈"等飞机沉好后，潜水员最终就能穿过机舱、绕飞机外部探险"，eventually（最终）正好表达这种"经过一段时间后才能实现"的语义。

31. venture through the cabin and around the plane's __(31)___.

【答案】 **F) exterior** (名词)

【词性槽】 介词 around + the plane's 所有格后必接名词

【依据】 **cabin (内部) 与 exterior (外部) 天然对仗**

experienced scuba divers will __(30)__ be able to venture through the cabin and around the plane's __(31)__. 句中 through the cabin 是"穿过机舱(内部)", 与之并列的 around the plane's __ 自然指"绕飞机外部", exterior (外部) 正好与 cabin 形成"里外"对照。

【竞争词】 **D) experiences the plane's experiences 语义不通**

"飞机的经历"不是潜水员能"绕着游"的实体; 且与 cabin 没有空间对照关系。

J) investment the plane's investment 不可能被"绕游"

investment 是抽象名词, 不能用 around 接来表示空间方位。

N) territory territory 多指"领地/势力范围", 与飞机部件不搭

the plane's territory 不是常见搭配, 也不能与 cabin 形成自然对仗。

O) victim the plane's victim 语义荒诞

"飞机的受害者"既不通, 也不能用 around 来"绕"。

32. they hope to see a return on that __(32)__ through the tourism industry.

【答案】 **J) investment** (名词)

【词性槽】 指示词 that 后接名词

【依据】 **return on investment = 投资回报率, 固定搭配**

上文 Aydin Municipality bought the plane from a private company for just under US \$100,000, but they hope to see a return on that __(32)__ through the tourism industry. 指出花了近 10 万美元买飞机, 希望通过旅游业"看到回报"——that 指代上文的"这笔花费", 正是 investment (投资); return on investment 是英语里关于投资回报的标准搭配。

【竞争词】 **D) experiences return on experiences 不构成固定搭配**

"经历的回报"语义模糊, also 与 that (指代上文的金额支出) 对不上。

N) territory return on territory 不通

territory 与"花钱买飞机"这一支出无关, 无法承担 that 的指代。

33. the country has been the __(33)__ of several deadly terrorist attacks.

【答案】 **O) victim** (名词)

【词性槽】 the + __ + of 结构里 __ 必是名词

【依据】 **the victim of terrorist attacks = 恐袭受害者, 固定搭配**

上文 Tourism throughout Turkey is expected to fall this year as the country has been the __(33)__ of several deadly terrorist attacks. 说"旅游业下滑是因为这个国家成了恐袭的 __", 因果链下"恐袭的受害者" victim 才说得通; the victim of 是固定搭配。

【竞争词】 D) experiences experiences 是复数, 与 the + 单数空槽不符

若填 experiences, 需要变成 the experiences of, 且语义"恐袭的经历"指向不对——主语是 the country, 应该是"承受者", 不是"经历"的拥有者。

J) investment investment 与 terrorist attacks 搭配不通

"恐袭的投资"语义荒诞, 且 J 在 32 题的 return on that __ 才是正位。

N) territory territory of terrorist attacks 不合常用搭配

territory 多指"领土、势力范围", 说一个国家是"恐袭的领土"不通; 且后文"导致旅游业下滑"的因果只能由"受害"来撑。

34. this Airbus A300 is the largest __(34)__ sunk aircraft ever.

【答案】 **I) intentionally** (副词)

【词性槽】 副词修饰过去分词 sunk

【依据】 **"故意沉下的飞机"贴合全文"主动沉机造礁"的语境**

全文是土耳其当局"主动沉机"做人工礁 Turkish authorities have just sunk something a little different than a ship, intentionally sunk aircraft (被故意沉下的飞机) 正好和 sunk 搭配, 强调"有意"。这架 A300 是"史上最大的被故意沉下的飞机", 逻辑顺。

【竞争词】 C) eventually eventually 表"最终", 与定语用法不搭

eventually sunk aircraft 读作"最终被沉的飞机", 没有比较的意义——而且"最终"通常修饰动作的发生时间, 不会出现在 the largest X aircraft 的修饰位上。C 放后文动作动词前更合适。

35. Taking a trip underwater and __(35)__ the inside of a sunken A300 would be quite an adventure

【答案】 **E) exploring** (动词)

【词性槽】 and 连接的并列动名词，与 Taking 平行

【依据】 **explore the inside = 探索内部，与“探险”主题契合**

上下文 Taking a trip underwater and __(35)__ the inside of a sunken A300 would be quite an adventure, and that is exactly what Turkish authorities are hoping this attraction will make people think. 强调“水下旅行 + __ 沉机内部”会是一场冒险——explore 表“探索（未知地）”，与下句 adventure（冒险）和后文 adventure seekers（冒险者）呼应。

【竞争词】 **K) revealing reveal** 偏“揭示（隐藏的信息）”，对象通常是秘密/真相

revealing the inside 多指“把内部展示/暴露出来”，主语该是“展示者”；但本句主语是潜水员“自己”去机内，应是“探索”而非“揭示”。语义角色不对。

【易错】 最具迷惑性的错误词是 **K)** —— revealing 形态对、但语义角色反。K revealing 与 E exploring 都是 -ing 形态，都能放在 Taking a trip underwater and __(35)__ the inside of a sunken A300 的并列位。考生若只看形态、不看动作发出者，很容易把“潜水员自己去看（探索）”误判成“把内部展示出来（揭示）”。防坑：先问“动作是谁发出的？对谁做的？”潜水员对自己做的探索动作 → explore。

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) **create** (动词)

创造、形成（及物动词原形/现在时复数）

用于第 28 空

B) **depressed** (形容词) (动词)

沮丧的；萧条的；depress 的过去式/过去分词

干扰词 · 未选用

C) **eventually** (副词)

最终、终于

用于第 30 空

D) **experiences** (名词) (动词)

经历、体验（名词复数）；体验（动词第三人称单数）

干扰词 · 未选用

E) **exploring** 动词 名词

探索 (现在分词/动名词)

用于第 35 空

F) **exterior** 名词 形容词

外部、外表 (名词) ; 外部的 (形容词)

用于第 31 空

G) **habitats** 名词

栖息地 (名词复数)

用于第 26 空

H) **innovate** 动词

革新、创新 (不及物/及物动词原形)

干扰词 · 未选用

I) **intentionally** 副词

故意地、有意地

用于第 34 空

J) **investment** 名词

投资 (可数/不可数名词)

用于第 32 空

K) **revealing** 动词 形容词

揭示 (现在分词/动名词) ; 揭示性的 (形容词)

干扰词 · 未选用

L) **stretches** 动词 名词

延伸、绵延 (动词第三人称单数) ; 一段 (名词复数)

用于第 29 空

M) **stripped** 动词 形容词

剥去、剥光 (过去式/过去分词)

用于第 27 空

N) **territory** 名词

领土、地域、领域

干扰词 · 未选用

O) **victim** 名词

受害者、牺牲品

用于第 33 空

全文主旨

土耳其把一架空客 A300 沉入海中造人工礁吸引潜水游客

开篇即点题: Ships are often sunk in order to create underwater reefs(暗礁) perfect for scuba diving(水肺式潜泳) and preserving marine __(26)__. 随后转折说明这次沉的是飞机不是船 Turkish authorities have just sunk something a little different than a ship, and it wouldn't normally ever touch water, an Airbus A300., 第二、三段交代飞机长度、造价、潜水体验与旅游目的——通篇围绕"沉机造礁、招徕潜水游客"展开。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

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

B) **depressed** 最像 27 题的答案

B depressed 是过去分词形态，看似能填进 The hollowed-out A300 was __(27)__ of everything potentially harmful to the environment 的 was __ 位置，但 depressed 与 of 不构成固定搭配（depressed 多搭 about/by）；考生若只看词形不看搭配，就会被骗。识破法：看空后的 of，过去分词 + of 只有 stripped/rid/cleared 这类“剥离”动词搭得起来。

D) **experiences** 最像 26 或 32 题的答案

D experiences 既可作名词复数又可作动词第三人称单数，词形万能。考生看到 preserving marine __(26)__ 时若死记“marine experiences = 海上经历”，可能误选。识破法：preserve（保护）的常见宾语是栖息地/物种/生态，不是“经历”；且 marine 在文中主题是“海洋生态”而非“海上活动”。

H) **innovate** 最像 28 题的答案

H innovate 是动词原形，符合 will + __ 的语法位置，但 innovate 是不及物或抽象及物，宾语不会是 the perfect skeleton 这样的具体物。考生若只看词性不看及物性与语义，会被它骗一下。识破法：看空后是否带具体名词宾语——具体物宾语优先选 create 类“创造/形成”动词。

K) **revealing** 最像 35 题的答案

K revealing 是 -ing 形态，符合 Taking ... and __ 的并列形态要求；考生很容易在 exploring 与 revealing 之间犹豫。识破法：看动作的发出者——潜水员是“自己进去看”，属“探索”；reveal 是“对外揭示”，主语角色不对。

N) **territory** 最像 33 题的答案

N territory 是名词，符合 the __ of 的语法框架；考生若只看词性，可能把 the territory of terrorist attacks 当成“恐袭的领地”。识破法：看上下文的因果——“国家成了恐袭的 __，旅游业才会下滑”，能与“导致旅游业下滑”形成因果的，只有“受害者”，territory 没有这种被动承受义。

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。

Not only will the sunken plane create the perfect skeleton for artificial reef growth, but authorities hope this new underwater attraction will bring tourists to the area.

第1段，第4句

"not only... but (also)..." 并列结构 + 部分倒装 + 宾语从句省略引导词，这三种句式在四六级和考研真题中频繁出现，是典型的常考结构组合；掌握后可迁移到大量类似句子。

The plane stretches a total length of 54 meters, where experienced scuba divers will eventually be able to venture through the cabin and around the plane's exterior.

第2段，第1句

非限制性定语从句是四六级和考研阅读中的高频句式，where 引导的地点关系从句也常见于真题。主句的主谓宾结构和从句的一般将来时搭配都具有较强的代表性，学生掌握后可在大量阅读材料中复用，迁移价值较高。

As far as sunken planes go, this Airbus A300 is the largest intentionally sunk aircraft ever.

第2段，第4句

主系表结构是基础句型，常见于说明文和描述性文本；状语从句前置修饰主句也是标准结构。"as far as ... go" 是相对固定的表达，在四六级阅读中偶尔出现，具有一定代表性但不算高频核心句式。

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。

sink A2

v. 下沉

本篇5次·真题 20 句

authority B2

n. 权力

本篇3次·真题 32 句

artificial B2

adj. 人造的

本篇2次·真题 28 句

tourism B1

n. 旅游业

本篇2次·真题 16 句

attraction B1

n. 吸引力

本篇2次·真题 15 句

adventure B1

n. 冒险经历

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

growth B1

n. 增长

本篇1次·真题 77 句

attack A2

v. 攻击

本篇1次·真题 55 句

explore B1

v. 探索

本篇1次·真题 40 句

exactly B1

adv. 精确地

本篇1次·真题 36 句

harmful B1

adj. 有害的

本篇1次·真题 31 句

eventually B1

adv. 最终

本篇1次·真题 29 句

habitat B2

n. (动植物的) 栖息地, 生长环境

本篇1次·真题 21 句

investment B1

n. 投资

本篇1次·真题 20 句

preserve B2

v. 保护

本篇1次·真题 20 句

aircraft

B1

n. 飞行器

本篇1次·真题 17 句

venture

B2

n. 冒险事业

本篇1次·真题 17 句

victim

B1

n. 受害者

本篇1次·真题 17 句

stretch

B1

v. 伸展

本篇1次·真题 12 句

deadly

B2

adj. 致命的

本篇1次·真题 10 句

length

A2

n. 长度

本篇1次·真题 10 句

marine

B2

adj. 海洋的

本篇1次·真题 10 句

normally

A2

adv. 通常

本篇1次·真题 10 句

potentially

B2

adv. 可能地

本篇1次·真题 8 句

seeker

B2

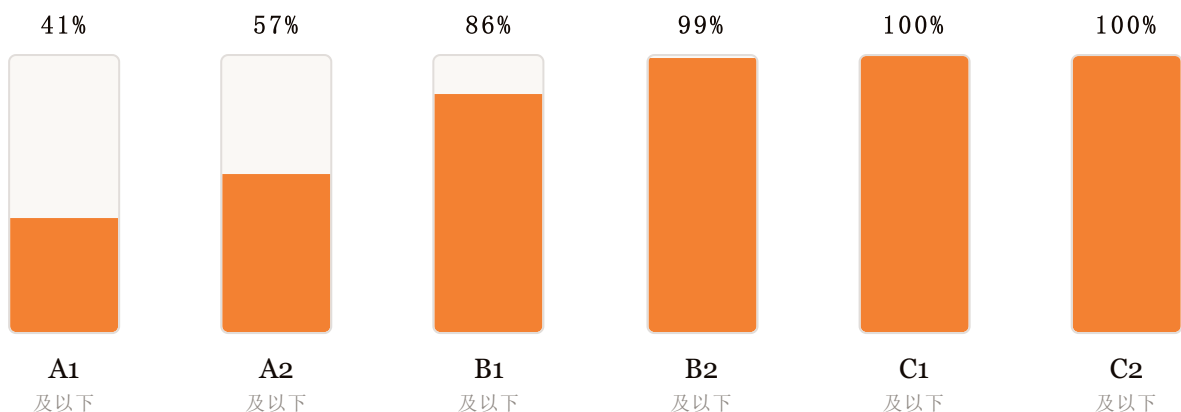
n. 寻求者

本篇1次·真题 8 句

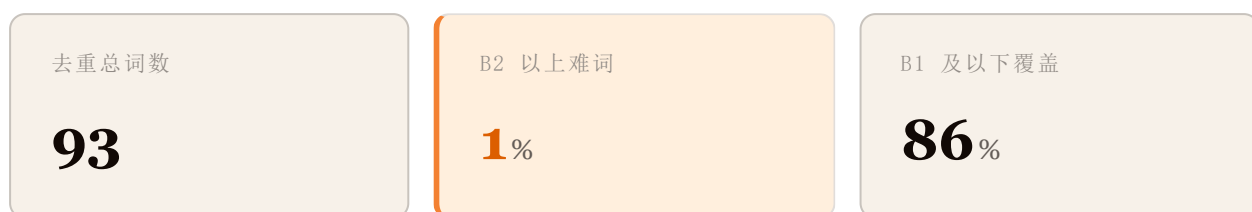
VOCABULARY · 词汇难度分布

全文 93 词按 CEFR 难度累积覆盖

带空短文去重后共 93 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 1 个·约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 93 个 · 末柱为 100%



英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2019年6月·第3套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2019年6月·第3套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 15 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第3套(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**.

Make Stuff, Fail, And Learn While You're At It

- A) We've always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.

我们一直是一个动手实践、自己动手的国家。美国开国元勋之一本杰明·富兰克林不仅发明了避雷针，他的创造还包括眼镜、创新型炉灶等等。

- B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

富兰克林在很大程度上是自学成才的，他可能是个天才，但在美国人的创造和创造力方面，他并不是真正的例外。

- C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, which was founded in a garage in Menlo Park, California, in the mid-1970s. Members — including guys named Jobs and Wozniak — started making and inventing things they couldn't buy.

个人计算机革命和硅谷的颠覆性创新哲学，在一定程度上源于Homebrew Computer Club的创造，该俱乐部于1970年代中期成立于加利福尼亚州门洛帕克的一个车库里。成员们——包括名叫Jobs和Wozniak的家伙——开始制造和发明他们买不到的东西。

- D) So it's no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense

labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

因此，今天的创客运动在美国各地的社区和一些学校蓬勃发展也就不足为奇了。创客活动面向普通人，他们不依附于大公司、大型国防实验室或研究型大学。正如我们最近指出的那样，创客哲学呼应了 John Dewey、Montessori，甚至古希腊哲学家所倡导的古老理念。

- E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you're learning to do.

这些创客空间通常在教室之外，发挥着重要的教育功能。创客运动正在重新发现做中学，这是Dewey一百年前提出的说法。我们正在重新发现Dewey和Montessori以及他们开创的许多已被遗忘或至少被搁置的实践。创客空间是一个可以设在学校里的地方，但它看起来不像教室。它可以在图书馆里，可以在社区里。它有工具和材料。这是一个让你根据自己的兴趣和你正在学习做的事情来制作东西的地方。

- F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American Context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

尽管做中学的理念源自Dewey和Montessori、柏拉图和亚里士多德这些古老的概念，以及在美国语境下Ralph Emerson关于经验和自力更生价值的观点，但这些理念一直难以成为教育主流。这不一定是—种高效的学习方式。从某种意义上说，我们通过试错来学习。从经验中学习需要时间和耐心。它非常个性化。如果你的目标是采用标准化的学习方法，让每个人在同一时间以同样的方式学习同样的东西，那么做中学就不再适合这种模式了。这不是教科书的世界，也不是测试的世界。

- G) Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

做中学可能不高效，但很有效。项目式学习在教师和管理者中越来越受欢迎。然而，项目式学习不是创客。尽管两者有联系，但也有区别。区别在于项目在某种意义上是由学生定义和开发的，还是由教师布置的。我们让所有孩子建造一艘小船。我们都要学习X、Y和Z。这往往是项目式学习的一种形式。

- H) I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone—and begin to develop it, repeat it and improve it. Then, realize that idea somehow.

That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.

我真的相信创客的核心理念是在你的头脑中有一个想法——或者你只是从别人那里借用它——然后开始发展它、重复它并改进它。然后，以某种方式实现这个想法。你制作的东西对你有价值，你可以与他人分享。我感兴趣的是这些东西如何表达那个人、他们的想法以及他们与世界的互动。

- I) In some ways, a lot of forms of making in school trivialize(使变得无足轻重) making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

在某些方面，学校中许多形式的制作活动使制作变得无足轻重。你制作的东西对你没有价值。一旦你完成了教科书中任何概念的演示，你就会扔掉通条刷、吸管、硬纸板管。

- J) Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It's to let them be in control and to drive the car.

制作应该由学生指导和主导，否则就很无聊。它没有学生的动力。我并不是说学生不应该学习概念或技能。他们应该学。但要真正利用他们的动力，就要建立在他们的兴趣之上。要让他们掌控并驾驶汽车。

- K) Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

教师应该致力于为学生建立一个支持性的、有创造力的环境来做这项工作。一个非常社会化的环境，让他们相互学习。当他们遇到问题时，不一定是教师进来解决。他们负责解决这个问题。可能他们必须与班上的其他学生交谈以获得答案。

- L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at. Are they engaged? Are they developing and repeating their project? Are they stumbling(受挫)? Do they need something that they don't have? Can you help them be aware of where they are?

教师的角色更像是教练或观察者。有时候，对人们来说，这听起来像是教师的角色被削弱了。我认为这是一个加强的角色。你在创造这个环境，就像一个创客空间。你有20个孩子在做不同的事情。你在观察他们，实际上你在看的是人类行为。他们参与了吗？他们在开发和重复他们的项目吗？他们遇到挫折了吗？他们需要什么他们没有的东西吗？你能帮助他们意识到他们在哪里吗？

- M) My belief is that the goal of making is not to get every kid to be hands-on, but it enables us to be good learners. It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able,

over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

我的信念是，创客的目标不是让每个孩子都动手实践，而是让我们成为好的学习者。有价值的不是知识，而是学习新事物和理解事物如何运作的实践。这些是你正在发展的过程，这样你就能够随着时间的推移，解决更有趣的问题、更具挑战性的问题——需要许多人而不是一个人、需要许多技能而不是一种技能的问题。

- N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, "This is science, over here is history," I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

如果教师保持形式自由和学生主导，它仍然可以与课程和教育计划联系起来。我认为创客空间更像是一个图书馆，那里有多个学科和多种你可以学习的东西。学校似乎缺少的是这些学科如何整合，它们如何以任何有意义的方式结合在一起。我看到学校不是说“这是科学，那边是历史”，而是采用项目的理念，并研究：他们如何支持儿童进行更高层次的学习？

- O) I feel like this is a shift away from a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

我觉得这是从以学科为基础的课程向更具体验性的课程或学习的转变。它仍处于早期阶段，但我认为它正在改变的不是孩子们学什么，而是他们如何学习。

陈述句与逐句解析

36. A maker space is where people make things according to their personal interests.

创客空间是人们根据个人兴趣制作物品的地方。

【答案】 E 段 (强锚点)

【锚点】 创客空间+按个人兴趣做东西

【定位】 It's a place where you get to make things based on your interest and on what you're learning to do.

这是一个让你按自己的兴趣、按你正在学着做的事情去做东西的地方。

【改写】 A maker space is where people make things ↔

A maker space is a place ... It's a place where you get to make things

where 引导的地点定语从句 = 原文 a place where 的同句拆分

according to their personal interests ↔ **based on your interest**

according to ↔ based on 的近义替换

【辨邻】 J 段 to really harness their motivation is to build upon their interest 确实提“兴趣”，但全段在论证 Making should be student-directed and student-led，对应的是 41 题“学生掌控”，并未给“创客空间”下定义。

to really harness their motivation is to build upon their interest

37. The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.

教师的角色在创客空间中得到增强，因为他们必须在过程中进行监督和引导。

【答案】 L 段（强锚点）

【锚点】 教师角色被增强+全程监督促进

【定位】 Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at.
对一些人来说，这听起来像是教师的角色被弱化了。我认为这其实是被强化了。你在营造这种环境，就像创客空间一样。你面前有 20 个孩子在做不同的事。你在观察他们，真正在看的其实是人的行为。

【改写】 The teachers' role is enhanced ↔ **it's a heightened role**
enhanced ↔ heightened 同义形容词

they have to monitor and facilitate during the process ↔

You are watching them and really it's the human behaviors you're looking at
watching/looking at = monitor 的动作同义

【辨邻】 K 段 Teachers should aim to build a supportive, creative environment 确实在谈教师作用，但全段未对教师角色作“被增强”的总判断，缺失题干 enhanced 这层定性，因而不是源头段。

Teachers should aim to build a supportive, creative environment for students to do this work

38. Coming up with an idea of one's own or improving one from others is key to the concept of making.

提出自己的想法或改进他人的想法是创造概念的关键。

【答案】 H 段（强锚点）

【锚点】 自己想点子或改进他人点子=做的关键

【定位】 I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone—and begin to develop it, repeat it and improve it.

我真心认为，做的核心理念就是脑子里先有一个想法，或者你只是借自别人，然后开始发展它、迭代它、改进它。

【改写】 Coming up with an idea of one's own ↔ **have an idea within your head**

Come up with = have an idea 的同义

improving one from others ↔ **borrow it from someone ... develop it, repeat it and improve it**

借自他人+改进=两个动作的合并改写

key to the concept of making ↔ **the core idea of making**

key = core 的同义形容/名词替换

【辨邻】 **M** M 段 the goal of making is not to get every kid to be hands-on 是对“目标”的判断，与题干关心的“想法从哪来 + 怎么改进”不同，应排除。

the goal of making is not to get every kid to be hands-on, but it enables us to be good learners

39. Contrary to structured learning, learning by doing is highly individualized.

与结构化学习相反,做中学是高度个性化的。

【答案】 **F** 段 (强锚点)

【锚点】 做中学=高度个性化 (对照结构化学习)

【定位】 It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore.

它是高度个性化的。如果你的目标是有一套标准化的学习方式，让每个人在同样的时间用同样的方式学同样的东西，那么做中学就不再符合这种模式了。

【改写】 learning by doing is highly individualized ↔ **learning by doing ... It's very individualized**

learning by doing 原样复现 + individualized 同根

Contrary to structured learning ↔

standardized approaches to learning, where everybody learns the same thing at the same time in the same way

structured ↔ standardized 同义并以场景图解释

【辨邻】 **G** G 段 Learning by doing may not be efficient, but it is effective 谈的是效率与有效，与题干的 highly individualized 关注点不同。

Learning by doing may not be efficient, but it is effective

40. America is a nation known for the idea of making things by oneself.

美国是一个以自己动手制作物品理念而闻名的国家。

【答案】 **A** 段 (强锚点)

【锚点】 美国以自己动手著称

【定位】 We've always been a hands-on, do-it-yourself kind of nation.

我们一直是一个亲力亲为、自己动手的国家。

【改写】 America is a nation ↔ **a hands-on, do-it-yourself kind of nation**

America = We (开篇 We 的指称)

known for the idea of making things by oneself ↔ **hands-on, do-it-yourself**

do-it-yourself 字面=making things by oneself

【辨邻】 **B** B 段 Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity 中心是富兰克林，国家性格只是背景词，题干要的“国家以……著称”的总判断不在此处。

he wasn't really an exception when it comes to American making and creativity

41. Making will be boring unless students are able to take charge.

除非学生能够自主掌控,否则创造活动将会变得无趣。

【答案】 **J** 段 (强锚点)

【锚点】 学生不掌控就无聊

【定位】 Making should be student-directed and student-led, otherwise it's boring.

做应该由学生主导、由学生带头，否则就会很无聊。

【改写】 Making will be boring ↔ **otherwise it's boring**

boring 原样复现

unless students are able to take charge ↔

Making should be student-directed and student-led ... to drive the car

take charge = student-directed/drive the car 的同义

【辨邻】 **K** K 段 When they have a problem, it isn't the teacher necessarily coming in to solve it 谈的是学生自己解决问题，并未陈述“不让学生掌控就无聊”这一因果。

When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem

42. Making can be related to a project, but it is created and carried out by students themselves.

创造可以与项目相关,但它是由学生自己创建和实施的。

【答案】 **G** 段 (强锚点)

【锚点】 做与项目的关系：由学生自创自做

【定位】 The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher.

区别在于：这个项目在某种意义上是由学生界定与发展，还是由老师布置。

【改写】 Making can be related to a project ↔ **Although there is a connection**

be related to = there is a connection 的同义

created and carried out by students themselves ↔ **defined and developed by the student**

created/carried out = defined/developed 的同义改写

【辨邻】 **H** H 段 to have an idea within your head 是说“想法在脑子里”，全段未提及 project 或 project-based learning，缺题干的 project 锚点。

I really believe the core idea of making is to have an idea within your head

43. The author suggests incorporating the idea of a maker space into a school curriculum.

作者建议将创客空间的理念纳入学校课程。

【答案】 **N** 段（强锚点）

【锚点】 把创客空间纳入学校课程

【定位】 If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan.

如果教师让它保持开放、由学生主导，它仍然可以与课程和教学计划挂钩。

【改写】 incorporating the idea of a maker space into a school curriculum ↔

it can still be tied to a curriculum and an educational plan

incorporate into = be tied to 的同义

the idea of a maker space ↔ **a maker space is more like a library**

the idea of X = X 本身在文中的论题

【辨邻】 **E** E 段 A maker space is a place which can be in a school, but it doesn't look like a classroom 只谈空间可以在学校里、外观不像课堂，未谈把它纳入 curriculum，应排除。

A maker space is a place which can be in a school, but it doesn't look like a classroom

44. The maker concept is a modern version of some ancient philosophical ideas.

创客概念是某些古代哲学思想的现代版本。

【答案】 **D** 段（强锚点）

【锚点】 创客=某些古代哲学思想的现代版

【定位】 The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

创客哲学呼应了由约翰·杜威、蒙特梭利乃至古希腊哲人所主张的古老思想，正如我们最近指出的那样。

【改写】 The maker concept is a modern version of some ancient philosophical ideas ↔

The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers

a modern version of = echoes old ideas 的同义

The maker concept ↔ **The maker philosophy**

concept = philosophy 在此语境的同义

【辨邻】 **F** F 段 Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle 借古人是为论证“难成主流”，并非作“现代版 of 古思想”的总判断，应排除。

Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle

45. Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

当学生被要求根据教科书制作对他们毫无意义的东西时,创造在学校里不会被认真对待。

【答案】 **I** 段 (强锚点)

【锚点】 学校照课本让学生做无意义之物=不被重视

【定位】 In some ways, a lot of forms of making in school trivialize making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

在某种意义上，学校里许多做东西的形式把“做”变得无足轻重。你做出来的东西对你毫无价值。一旦你演示完课本里的某个概念，你就把通条、吸管、纸筒都扔了。

【改写】 Making is not taken seriously in school ↔ **a lot of forms of making in school trivialize**
not taken seriously = trivialize 的同义

make something meaningless to them ↔ **The thing that you make has no value to you**
meaningless to them = has no value to you

based on textbooks ↔ **demonstrating whatever concept was in the textbook**

based on textbooks = 演示课本概念

【辨邻】 **G** G 段 project-based learning is not making 是把两者拆开，并未说“学校的做对学生没有价值/不被重视”，缺题干的负面定性。

project-based learning is not making

PARAGRAPH MAP • 段落主旨图

15 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 用美国开国元勋富兰克林作为引子，说明美国一向是动手实干、亲力亲为（DIY）的国家：富兰克林不仅发明了避雷针，还有眼镜、新式火炉等多项创造。

信息指纹 富兰克林与避雷针、眼镜、火炉

- B 承接 A 段补充：富兰克林虽然主要靠自学、堪称天才，但在美国式的动手与创造传统里他并非个例。

信息指纹 富兰克林并非美国创造传统中的例外

- C 讲硅谷的个人电脑革命与颠覆性创新哲学，部分源于 1970 年代中期在加州门洛帕克车库里成立的 Homebrew 计算机俱乐部，乔布斯、沃兹尼亚克都是其中成员，他们做自己买不到的东西。

信息指纹 Homebrew 俱乐部与乔布斯、沃兹尼亚克

- D 今天的创客运动（Maker Movement）在社区和部分学校中蓬勃发展，普通人也可参与；它呼应了杜威、蒙特梭利乃至古希腊哲人的老观念。

信息指纹 创客哲学与古希腊哲人、杜威、蒙特梭利的呼应

- E 定义和描述创客空间：常在教室之外、承担教育功能；它可以在学校、图书馆或社区，配有工具和材料，是一个让人按自己兴趣、按正在学的东西去做事的地方。

信息指纹 创客空间的物理形态与基于兴趣去做

- F “做中学”虽出自杜威、蒙特梭利、柏拉图、亚里士多德及爱默生这些古老思想，却始终难以进入主流教育：它不一定高效，靠试错、需耐心、高度个性化，与标准化考试、教科书世界格格不入。

信息指纹 做中学难成主流：低效、试错、高度个性化

- G 做中学未必高效但有效；项目式学习虽流行，却不等于创客——区别在于项目是由学生自己界定与发展，还是由老师统一布置。

信息指纹 项目式学习不等于创客：谁来界定项目

- H 作者阐述创客的核心理念：先在脑中有一个想法（或借自他人），不断打磨、迭代、改进，最后把它实现出来；做出来的东西对自己有价值，并能与他人分享。

信息指纹 创客核心：有想法—迭代—实现—分享

I 学校里许多“做东西”的形式其实把创客做没了：做出来的东西对学生本人毫无价值，演示完课本概念后通条、吸管、纸筒就被扔掉。

信息指纹 学校做手工把创客变得无足轻重

J 创客必须由学生自己主导、自己带头，否则就会变得无聊、缺乏动机；不是说不学概念和技能，而是要在他们的兴趣之上点燃动机，让他们自己掌舵。

信息指纹 学生主导才不无聊：让他们掌舵

K 教师要为学生营造一个支持性、富有创造力且高度社交化的环境：遇到问题时不是老师上来解决，而是学生自己摸索、互相求助。

信息指纹 支持性、社交化环境：学生互助而非老师代劳

L 教师的角色更像教练或观察者：看似被弱化，其实是被增强——要营造像创客空间这样的环境，观察 20 个孩子的人类行为：他们投入了吗？在迭代项目吗？受挫了吗？需要什么？

信息指纹 教师角色被增强：教练、观察者、营造环境

M 创客的目标并非让每个孩子都去动手，而是让我们成为优秀的学习者；可贵的不是知识本身，而是学习新事物、理解事物运作的实践，由此长期累积、能去处理更有趣、更具挑战、需要多人多技能的问题。

信息指纹 创客真正目标：练就学习的能力

N 只要老师保持开放、由学生主导，创客空间仍能与课程和教学计划挂钩；它更像图书馆，多学科多内容，关键是回应学校里缺失的“学科如何整合”这一问题。

信息指纹 创客空间挂进课程：像图书馆，跨学科整合

O 总结性观察：这是一种从以学科为本的课程向更具体验性的课程或学习方式的转向，仍在早期，但改变的是孩子们“如何学”而不是“学什么”。

信息指纹 从学科课程转向体验式学习

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。

Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

B段，第1句

本句涵盖主谓表结构（两个主句和一个定语从句）、非限制性定语从句（用逗号隔开、关系代词在从句中作主语）、状语从句（固定表达 "when it comes to"）、情态动词+完成式、并列连词连接主句等多种成分和结构。对学生练习识别插入成分、区分主句与从句、定位关系代词的句内成分、理解情态与完成体的组合都有较好的训练价值。唯一不足是缺少宾语、宾补等其他核心成分，但整体成分种类较丰富。

The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

D段，第3句

主句带后置定语修饰宾语、句末附加状语从句的结构在考试阅读中较常见，具有一定代表性。但不是高频难点句式（如强调句、倒装句、复杂定语从句），典型性中等偏上。

It's a place where you get to make things based on your interest and on what you're learning to do.

E段，第8句

成分丰富：主句含主系表和定语，定语从句含主谓宾及后置定语（过去分词短语修饰宾语），宾语从句中关系代词 what 同时作引导词和宾语；覆盖多种成分且有易错点（如 get to make 作谓语、based 作定语、what 双重作用），适合练习成分划分。

If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore.

F段，第6句

这是考试中高频出现的典型结构：条件状语从句加主句的假设推理句式，以及定语从句对抽象名词的补充说明。动名词短语作主语、不定式短语作表语、非限制性定语从句的使用，都是四六级和考研英语阅读中的常见句式。掌握本句的分析方法，可以直接迁移到大量类似结构的句子。

Learning by doing may not be efficient, but it is effective.

G段, 第1句

转折并列句是四六级和考研阅读中的高频句式,情态动词表推测和系表结构也是常考语法点,本句结构简洁但典型,掌握后可迁移到大量类似句子

Making should be student-directed and student-led, otherwise it's boring.

J段, 第1句

本句覆盖了动名词作主语、情态动词加系动词构成谓语、并列表语、条件状语从句等多种成分类型。动名词作主语和并列表语是常见易错点。此外, "otherwise" 引导的从句在成分归属上需要准确判断。整体具有一定训练价值, 但缺少定语从句、宾语从句等更复杂的成分类型。

When they have a problem, it isn't the teacher necessarily coming in to solve it.

K段, 第3句

本句包含"when"引导的时间状语从句修饰主句,是四六级和考研阅读中非常常见的句式。主句的主系表结构配合现在分词短语作定语,也是典型的书面表达方式,学习后可大量复用于理解同类句子。

It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work.

M段, 第2句

本句采用的"It's not X; it's Y"对比句式在四六级和考研阅读中高频出现, 用于强调观点对比。定语从句修饰名词、宾语从句作动词宾语都是常考句式。整体结构具有较强的代表性, 掌握后可迁移应用于大量类似的对比论证句式。

These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

M段, 第3句

定语从句修饰名词、so that 引导目的状语从句、破折号引出同位语,这些都是四六级和考研阅读中的高频句式。句子展现了典型的复杂句层级结构和常见连接手段,掌握后可广泛迁移至其他长难句分析。

It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

0段，第2句

本句成分类型丰富且含多个易错点：主系表结构、及物动词带宾语从句、不及物动词与副词搭配、疑问词在从句中充当不同成分（what 作宾语、how 作状语）、not...but... 连接两个从句共同作宾语。这些组合覆盖了主谓宾、主系表、宾语从句、状语等核心成分，且疑问词从句的成分判定是常见难点，训练价值较高。

Coming up with an idea of one's own or improving one from others is key to the concept of making.

第38题题干

动名词短语作主语 + 系表结构是四六级和考研阅读中的高频句式，尤其在说明性和议论性文本中常见。掌握此句式后可迁移到大量类似句子，典型性较高。

America is a nation known for the idea of making things by oneself.

第40题题干

主系表结构配合后置定语是四六级和考研阅读中极为常见的句式。过去分词短语作后置定语、动名词作介词宾语都是高频考点，掌握本句的分析方法可以直接迁移到大量类似结构的句子中，具有较高的学习迁移价值。

Making will be boring unless students are able to take charge.

第41题题干

主句加条件状语从句是英语考试中的高频结构，unless引导的条件句也是常考句型。动名词作主语虽不如名词性从句常见，但在四六级和考研阅读中出现频率也较高，具有较好的代表性和迁移价值。

Making can be related to a project, but it is created and carried out by students themselves.

第42题题干

并列句是四六级和考研中的常见句式，转折关系用 "but" 连接也是高频考点。情态动词加被动语态在考试中经常出现，动名词作主语也较为典型。但本句结构相对简单，无从句嵌套或复杂修饰，与考试中常见的长难句相比代表性稍弱。掌握本句结构后可以迁移到类似的并列句和被动语态句型。

本篇出现的 93 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。

learning A1

n. 学习

本篇11次 · 真题 120 句

maker A2

n. 制造者

本篇11次 · 真题 22 句

making A2

n. 制作

本篇8次 · 真题 11 句

concept B2

n. 概念

本篇5次 · 真题 38 句

project A2

n. 项目

本篇4次 · 真题 90 句

curriculum B2

n. 课程

本篇4次 · 真题 25 句

textbook A2

n. 教科书

本篇3次 · 真题 52 句

process B1

n. 过程

本篇2次 · 真题 108 句

base A2

n. 基础

本篇2次 · 真题 95 句

community B1

n. 社区

本篇2次 · 真题 81 句

nation B1

n. 国家

本篇2次 · 真题 51 句

shift B1

v. 移动

本篇2次 · 真题 49 句

educational B1

adj. 教育的

本篇2次 · 真题 45 句

movement B1

n. 移动

本篇2次 · 真题 28 句

valuable B1

adj. 贵重的

本篇2次·真题 28 句

necessarily B2

adv. 必然地

本篇2次·真题 27 句

multiple B2

adj. 多个的

本篇2次·真题 21 句

motivation B2

n. 动力

本篇2次·真题 19 句

efficient B2

adj. 效率高的

本篇2次·真题 15 句

creation B2

n. 创造

本篇2次·真题 12 句

philosophy B2

n. 哲学

本篇2次·真题 9 句

author A2

n. 作者

本篇1次·真题 244 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 137 句

support A2

v. 支持

本篇1次·真题 118 句

behavior B1

n. 行为

本篇1次·真题 92 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

material B1

n. 材料

本篇1次·真题 69 句

effective B1

adj. 有效的, 起作用的

本篇1次·真题 63 句

connection B1

n. 联系

本篇1次·真题 61 句

enable B1

v. 使能够

本篇1次 · 真题 58 句

solve A2

v. 解决 (问题、困难)

本篇1次 · 真题 58 句

creative B1

adj. 有创造力的

本篇1次 · 真题 55 句

struggle B1

v. 奋斗

本篇1次 · 真题 54 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次 · 真题 50 句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次 · 真题 50 句

realize B1

v. 意识到, 认识到

本篇1次 · 真题 50 句

available A2

adj. 可获得的

本篇1次 · 真题 48 句

recently A2

adv. 最近

本篇1次 · 真题 48 句

function B1

n. 功能

本篇1次 · 真题 46 句

charge B1

v. 收费

本篇1次 · 真题 42 句

belief B1

n. 相信

本篇1次 · 真题 41 句

despite B1

prep. 尽管

本篇1次 · 真题 40 句

interaction B2

n. 相互作用

本篇1次 · 真题 40 句

interested A1

adj. 感兴趣的

本篇1次 · 真题 40 句

aim B1

v. 瞄准

本篇1次 · 真题 38 句

enhance

B2

v. 提高

本篇1次·真题 37 句

creativity

B2

n. 创造力

本篇1次·真题 34 句

aware

A2

adj. 知道的

本篇1次·真题 30 句

stage

A2

n. 阶段

本篇1次·真题 30 句

highly

B1

adv. 非常

本篇1次·真题 28 句

related

B1

adj. 相关的

本篇1次·真题 28 句

innovative

B2

adj. 创新的

本篇1次·真题 26 句

responsible

B1

adj. 负责的

本篇1次·真题 25 句

define

B1

v. 给.....下定义

本篇1次·真题 24 句

largely

B2

adv. 主要地

本篇1次·真题 24 句

meaningful

B2

adj. 有意义的

本篇1次·真题 24 句

stuff

A2

n. 东西

本篇1次·真题 22 句

ordinary

B1

adj. 普通的

本篇1次·真题 21 句

advocate

B2

v. 拥护

本篇1次·真题 20 句

assign

B1

v. 分配 (任务、工作)

本篇1次·真题 20 句

seriously

B1

adv. 严肃地

本篇1次·真题 19 句

error A2

n. 错误

本篇1次·真题 18 句

popularity B2

n. 受欢迎

本篇1次·真题 18 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 17 句

valley A2

n. 山谷

本篇1次·真题 17 句

challenging B2

adj. 有挑战性的

本篇1次·真题 16 句

demonstrate B2

v. 证明

本篇1次·真题 16 句

missing A2

adj. 找不到的

本篇1次·真题 16 句

learner A2

n. 学习者

本篇1次·真题 15 句

silicon B2

n. 硅 (化学元素)

本篇1次·真题 14 句

defense B1

n. 防御

本篇1次·真题 13 句

expression B1

n. 表达

本篇1次·真题 13 句

facilitate C1

v. 促进

本篇1次·真题 13 句

guy A2

n. 男人

本篇1次·真题 13 句

thrive B2

v. 茁壮成长

本篇1次·真题 13 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 12 句

tackle B2

v. 处理

本篇1次·真题 12 句

lightning A2

n. 闪电

本篇1次·真题 11 句

otherwise B2

adv. 否则, 不然

本篇1次·真题 11 句

trial B2

n. 审判, 审讯

本篇1次·真题 11 句

contrary B2

adj. 相反的

本篇1次·真题 10 句

philosopher B2

n. 哲学家

本篇1次·真题 10 句

testing B1

n. 测试

本篇1次·真题 10 句

version B1

n. 版本

本篇1次·真题 10 句

distinction B2

n. 区别

本篇1次·真题 9 句

genius B2

n. 天才

本篇1次·真题 9 句

integrate C1

v. 使融入

本篇1次·真题 9 句

revolution B2

n. 革命

本篇1次·真题 9 句

administrator B2

n. 管理者

本篇1次·真题 8 句

anymore A2

adv. (不) 再

本篇1次·真题 8 句

patience B1

n. 耐心

本篇1次·真题 8 句

phrase B1

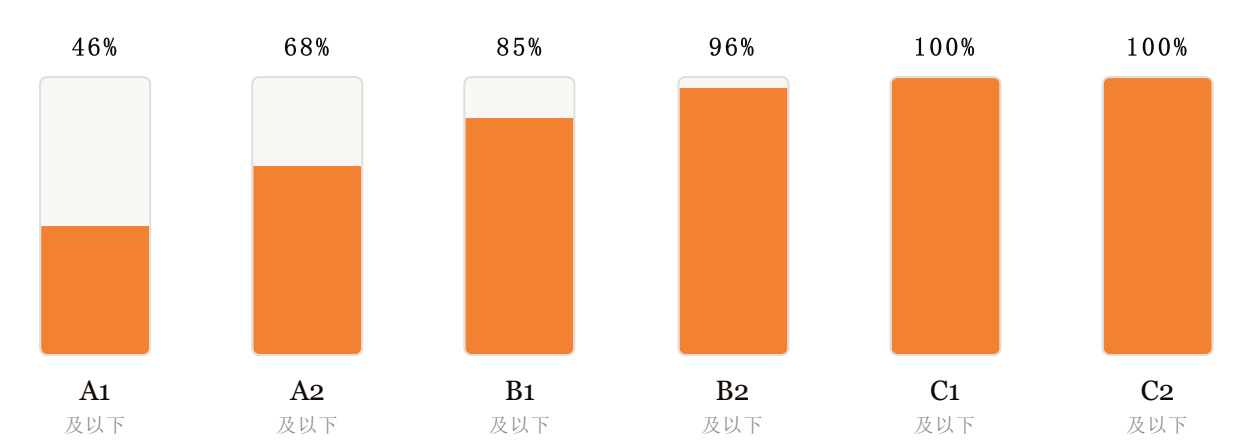
n. 短语

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 320 词按 CEFR 难度累积覆盖

全文去重后共 **320** 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 12 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 320 个·末柱为 100%

去重总词数

320

B2 以上难词

4%

B1 及以下覆盖

85%

英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2019年6月·第3套 英语四级阅读理解（四选一） 第1篇·46–50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2019年6月·第3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1–P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(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 Most kids grow up learning they cannot draw on the walls. But it might be time to unlearn that training—this summer, a group of culture addicts, artists and community organizers are inviting New Yorkers to write all over the walls of an old house on Governor's Island.

大多数孩子在成长过程中都被教导不能在墙上涂画。但现在也许是时候摒弃这种训练了——今年夏天，一群文化爱好者、艺术家和社区组织者正邀请纽约人在总督岛上一座老房子的墙上尽情书写。

P2 The project is called Writing On It All, and it's a participatory writing project and artistic experiment that has happened on Governor's Island every summer since 2013.

这个项目名为Writing On It All,是一个参与式写作项目和艺术实验,自2013年以来每年夏天都在总督岛举办。

P3 "Most of the participants are people who are just walking by or are on the island for other reasons, or they just kind of happen to be there," Alexandra Chasin, artistic director of Writing On It All, tells Smithsonian.com.

Writing On It All的艺术总监Alexandra Chasin告诉Smithsonian.com网站:"大多数参与者是路过的人,或者因为其他原因来到岛上的人,又或者他们只是碰巧在那里。"

P4 The 2016 season runs through June 26 and features sessions facilitated by everyone from dancers to domestic workers. Each session has a theme, and participants are given a variety of materials

and prompts and asked to cover surfaces with their thoughts and art. This year, the programs range from one that turns the house into a collaborative essay to one that explores the meaning of exile.

2016年的活动持续到6月26日,由从舞蹈家到家政工作者等各界人士主持各种活动。每场活动都有一个主题,参与者会获得各种材料和提示,并被要求用他们的想法和艺术作品覆盖墙面。今年的项目范围广泛,从把房子变成一篇协作式文章到探索流亡的意义。

P5 Governor's Island is a national historic landmark district long used for military purposes. Now known as "New York's shared space for art and play," the island, which lies between Manhattan and Brooklyn in Upper New York Bay, is closed to cars but open to summer tourists who flock for festivals, picnics, adventures, as well as these "legal graffiti(涂鸦)" sessions.

总督岛是一个国家历史地标区,长期用于军事目的。现在被称为"纽约的艺术与娱乐共享空间",该岛位于纽约上湾的曼哈顿和布鲁克林之间,禁止汽车通行,但对夏季游客开放,他们蜂拥而至参加节日庆典、野餐、探险活动,以及这些"合法涂鸦"活动。

P6 The notes and art scribbled(涂画) on the walls are an experiment in self-expression. So far, participants have ranged in age from 2 to 85. Though Chasin says the focus of the work is on the activity of writing, rather than the text that ends up getting written, some of the work that comes out of the sessions has stuck with her.

墙上涂画的文字和艺术作品是一次自我表达的实验。迄今为止,参与者的年龄从2岁到85岁不等。尽管Chasin说这项工作的重点在于写作活动本身,而非最终写出的文本,但一些活动中产生的作品给她留下了深刻印象。

P7 "One of the sessions that moved me the most was state violence on black women and black girls," says Chasin, explaining that in one room, people wrote down the names of those killed because of it. "People do beautiful work and leave beautiful messages."

Chasin说:"最让我感动的活动之一是关于针对黑人女性和黑人女孩的国家暴力。"她解释说,在一个房间里,人们写下了因此丧生者的名字。"人们创作出美丽的作品,留下美好的寄语。"

题目与逐题解析

46. What does the project Writing On It All invite people to do?

- A) Unlearn their training in drawing.
- B) Participate in a state graffiti show.
- C) Cover the walls of an old house with graffiti.
- D) Exhibit their artistic creations in an old house.

Writing On It All 项目邀请人们做什么?

- A) 忘掉他们在绘画方面所受的训练。
- B) 参加一场州涂鸦展览。
- C) 用涂鸦覆盖一座老房子的墙壁。
- D) 在一座老房子里展示他们的艺术创作。

【答案】 C (细节题)

【判型】 What does the project Writing On It All invite people to do? 是对一个具体动作的客观提问,答案应直接落在原文某一句上。

【拆句】主干是 What does the project ... invite people to do?, 特殊疑问句问宾语补足语; Writing On It All 是 the project 的同位语, 仅起命名作用, 结构平铺、无陷阱。

【定位】this summer, a group of culture addicts, artists and community organizers are inviting New Yorkers to write all over the walls of an old house on Governor's Island.

今夏, 一群文化爱好者、艺术家和社区组织者正邀请纽约人在 Governor's Island 一栋老房子的墙上随意书写。

【选项】A) 把铺垫句当成主张句

Unlearn their training in drawing 出自 it might be time to unlearn that training, 原文是引出话题的让步说法, 并非项目真正邀请人们去做的事。

B) 无中生有

Participate in a state graffiti show 中的 state 在原文 legal graffiti 处并不存在, 且原文是 participatory writing project, 并非"州级涂鸦展"。

C) ✓ 正确

write all over the walls of an old house ↔ Cover the walls of an old house with graffiti

四项中只有 Cover the walls of an old house with graffiti 同时覆盖"老房子的墙"和"涂写"两个语义点, 与预判完全吻合。

D) 偷换概念

Exhibit their artistic creations in an old house 把项目说成"展览", 但原文 participatory writing project and artistic experiment 强调的是"现场参与书写", 参与者是创作者本人而非观众。

47. What do we learn about the participants in the project?

A) They are just culture addicts.

B) They are graffiti enthusiasts.

C) They are writers and artists.

D) They are mostly passers-by.

关于该项目的参与者,我们了解到什么?

A) 他们只是文化爱好者。 B) 他们是涂鸦爱好者。 C) 他们是作家和艺术家。 D) 他们大多是路人。

【答案】D (细节题)

【判型】What do we learn about the participants in the project? 是对参与者客观属性的提问, 不带推断信号。

【拆句】What do we learn about the participants in the project? 主干 What do we learn, 介词短语 about the participants in the project 一连两层修饰, 意思是"关于这些参与者, 我们能得知什么"——句法不绕。

【定位】Most of the participants are people who are just walking by or are on the island for other reasons, or they just kind of happen to be there.

参与者大多是路过的人, 或者因别的事在岛上、又或者只是恰好来到了那里。

【选项】 A) 张冠李戴

They are just culture addicts 出自第一段 a group of culture addicts, artists and community organizers, 但那是项目的组织发起方, 不是 Q47 所问的 participants; just 一词又把范围锁死, 更不成立。

B) 无中生有

They are graffiti enthusiasts 原文从未给参与者贴上"涂鸦爱好者"标签, legal graffiti 只是对活动形式的描述。

C) 张冠李戴

They are writers and artists 把 artists (组织发起方之一) 的身份强加给参与者, 与 Most of the participants are people who are just walking by 直接冲突。

D) ✓ 正确

Most of the participants are people who are just walking by ↔ **They are mostly passers-by**
四项中只有 They are mostly passers-by 保留了原文 Most 的程度限定与"路过者"身份, 其余三项都把人群说成了特定专业身份。

48. What did the project participants do during the 2016 season?

- A) They were free to scribble on the walls whatever came to their mind.
- B) They expressed their thoughts in graffiti on the theme of each session.
- C) They learned the techniques of collaborative writing.
- D) They were required to cooperate with other creators.

项目参与者在 2016 年期间做了什么?

- A) 他们可以自由地在墙上涂写任何想到的东西。
- B) 他们围绕每次活动的主题用涂鸦表达自己的想法。
- C) 他们学习了协作写作的技巧。
- D) 他们被要求与其他创作者合作。

【答案】 B (细节题)

【判型】 What did the project participants do during the 2016 season? 限定了时间, 问该时间段内参与者做了什么——典型细节询问。

【拆句】 What did the project participants do during the 2016 season? 一般疑问语序, during the 2016 season 是时间状语, 限定动作发生的时段, 结构平直。

【定位】 Each session has a theme, and participants are given a variety of materials and prompts and asked to cover surfaces with their thoughts and art.

每场活动都有一个主题, 参与者获得各种材料与提示, 并被要求把自己的想法和艺术涂满墙面。

【选项】 A) 与原文相反

They were free to scribble on the walls whatever came to their mind 中 free to ... whatever 暗示无主题、随心所欲，与 Each session has a theme 直接矛盾。

B) ✓ 正确

Each session has a theme ↔ on the theme of each session

asked to cover surfaces with their thoughts and art ↔ expressed their thoughts in graffiti

They expressed their thoughts in graffiti on the theme of each session 同时覆盖"按主题"和"涂鸦表达想法"两个语义点，与预判完全吻合。

C) 偷换概念

They learned the techniques of collaborative writing 出自 turns the house into a collaborative essay 一处例子，但原文从未说参与者"学技巧"，只是参与表达。

D) 过度推断

They were required to cooperate with other creators 把 collaborative essay 这一可选主题强化为对所有参与者的强制要求，与文意不符。

49. What kind of place is Governor's Island?

- A) It is a historic site that attracts tourists and artists.
- B) It is an area now accessible only to tourist vehicles.
- C) It is a place in Upper New York Bay formerly used for exiles.
- D) It is an open area for tourists to enjoy themselves year round.

Governor's Island 是什么样的地方？

- A) 它是一个吸引游客和艺术家的历史遗址。
- B) 它是一个现在只有旅游车辆才能进入的区域。
- C) 它是 Upper New York Bay 的一个地方,以前用于流放。
- D) 它是一个供游客全年游玩的开放区域。

【答案】 A (细节题)

【判型】 What kind of place is Governor's Island? 问的是地点客观属性，由原文对该岛的描述句直接给出，无推断成分。

【拆句】 What kind of place is Governor's Island? 是 What 引导的特殊疑问句，主系表结构倒装，等价于"Governor's Island is what kind of place", 结构无陷阱。

【定位】 Governor's Island is a national historic landmark district long used for military purposes. Now known as "New York's shared space for art and play," the island, which lies between Manhattan and Brooklyn in Upper New York Bay, is closed to cars but open to summer tourists who flock for festivals, picnics, adventures, as well as these "legal graffiti(涂鸦)" sessions.

Governor's Island 是一处国家级历史地标区，长期作军事用途。如今被誉为"纽约的艺术与休闲共享空间"，它位于上纽约湾的曼哈顿与布鲁克林之间，禁止机动车通行，但向涌入参加节庆、野餐、探险及这些"合法涂鸦"活动的夏季游客开放。

【选项】 A) ✓ 正确

Governor's Island is a national historic landmark district ↔ **a historic site**
open to summer tourists who flock for festivals, picnics, adventures ↔ **attracts tourists**
artists ↔ **and artists**

It is a historic site that attracts tourists and artists 同时覆盖"历史遗迹""吸引游客""吸引艺术家"三点，且不掺杂未提及的属性，与预判契合度最高。

B) 与原文相反

accessible only to tourist vehicles 把 closed to cars 反向理解为"只有游客车辆可进"，原文是"禁车"，与选项完全相反。

C) 张冠李戴

formerly used for exiles 把岛屿历史改写成"流放地"。原文 long used for military purposes 只说军事用途；explores the meaning of exile 中的 exile 是某场活动主题，并非岛屿历史用途。

D) 过度推断

open area for tourists to enjoy themselves year round 中 year round 与原文 open to summer tourists 中的 summer 直接冲突。

50. What does Chasin say about the project?

- A) It just focused on the sufferings of black females.
- B) It helped expand the influence of graffiti art.
- C) It has started the career of many creative artists.
- D) It has created some meaningful artistic works.

Chasin 对这个项目有何评价？

- A) 它只关注黑人女性的苦难。 B) 它帮助扩大了涂鸦艺术的影响力。
- C) 它开启了许多创意艺术家的职业生涯。 D) 它创作了一些有意义的艺术作品。

【答案】 D (细节题)

【判型】 What does Chasin say about the project? 问她说了什么，是对原文人物言论的客观转述，不需要推断。

【拆句】 What does Chasin say about the project? 一般问句，about the project 是话题状语，整句意思是"关于这个项目，Chasin 说了什么"，结构清晰。

【定位】 "People do beautiful work and leave beautiful messages."

"人们留下了精彩的作品和精彩的留言。"

【选项】 A) 以偏概全

It just focused on the sufferings of black females 把 state violence on black women and black girls 这一场具体活动当成项目全部焦点，副词 just 进一步收死范围。

B) 无中生有

It helped expand the influence of graffiti art 中"扩大涂鸦艺术影响"在原文中找不到对应表述；legal graffiti 只是项目形式，并未说项目意在扩展涂鸦影响。

C) 过度推断

It has started the career of many creative artists 把项目说成"成就了许多艺术家事业"。原文 participants have ranged in age from 2 to 85 与 Most of the participants are people who are just walking by 表明参与者是普通公众，并非以"艺术家职业起步"为目的。

D) ✓ 正确

People do beautiful work and leave beautiful messages ↔

It has created some meaningful artistic works

四项中只有 It has created some meaningful artistic works 用 some 这种中性程度词概括了"产出了一些好作品"，与 People do beautiful work and leave beautiful messages 的评价语气完全一致。

SENTENCE INSIGHTS • 句子精讲

1 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。

Though Chasin says the focus of the work is on the activity of writing, rather than the text that ends up getting written, some of the work that comes out of the sessions has stuck with her.

第6段，第3句

覆盖主语、谓语、宾语、表语、状语、定语从句主语等多种成分；"some of the work that comes out of the sessions" 作主语时，定语从句嵌入其中，是典型的复杂主语结构；宾语从句 "the focus... is on..." 内部又含主系表和定语从句，层次丰富；"rather than" 并列结构也是常考易错点；适合训练成分识别和从句归属判断

HIGH-FREQUENCY • 真题高频词

本篇出现的 42 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。

project A2

n. 项目

本篇6次 · 真题 90 句

writing A2

n. 写作

本篇6次 · 真题 40 句

graffiti B2

n. 涂鸦

本篇6次 · 真题 14 句

session B1

n. 会议;会期

本篇6次 · 真题 13 句

participant B2

n. 参与者

本篇5次 · 真题 117 句

governor B2

n. 州长

本篇4次 · 真题 14 句

artistic B2

adj. 艺术的

本篇4次 · 真题 11 句

focus B1

n. 重点

本篇2次 · 真题 107 句

range B1

n. 范围

本篇2次 · 真题 41 句

theme B1

n. 主题

本篇2次 · 真题 14 句

upper A2

adj. 上面的，上层的

本篇2次 · 真题 10 句

career B1

n. 职业

本篇1次 · 真题 119 句

community B1

n. 社区

本篇1次 · 真题 81 句

material B1

n. 材料

本篇1次 · 真题 69 句

creative B1

adj. 有创造力的

本篇1次·真题 55 句

variety B1

n. 多样化

本篇1次·真题 47 句

attract B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 41 句

explore B1

v. 探索

本篇1次·真题 40 句

vehicle B1

n. 交通工具

本篇1次·真题 40 句

district B1

n. 地区

本篇1次·真题 38 句

feature B1

n. 特征

本篇1次·真题 37 句

female A2

adj. 女性的

本篇1次·真题 37 句

site A2

n. 地点

本篇1次·真题 37 句

essay B1

n. 短文

本篇1次·真题 35 句

mostly B1

adv. 主要地

本篇1次·真题 35 句

expand B2

v. 扩大;扩展;增长

本篇1次·真题 34 句

participate B1

v. 参加

本篇1次·真题 25 句

meaningful B2

adj. 有意义的

本篇1次·真题 24 句

legal B1

adj. 法律的

本篇1次·真题 23 句

military B2

adj. 军事的

本篇1次·真题 20 句

dancer

A2

n. 舞者

本篇1次·真题 18 句

technique

B1

n. 技术

本篇1次·真题 18 句

accessible

B2

adj. 可达到的

本篇1次·真题 13 句

domestic

B2

adj. 国内的

本篇1次·真题 13 句

drawing

A2

n. 图画

本篇1次·真题 13 句

facilitate

C1

v. 促进

本篇1次·真题 13 句

creation

B2

n. 创造

本篇1次·真题 12 句

prompt

B2

v. 促使

本篇1次·真题 12 句

adventure

B1

n. 冒险经历

本篇1次·真题 9 句

exhibit

B2

v. 展览

本篇1次·真题 9 句

violence

B2

n. 暴力行为

本篇1次·真题 9 句

cooperate

B2

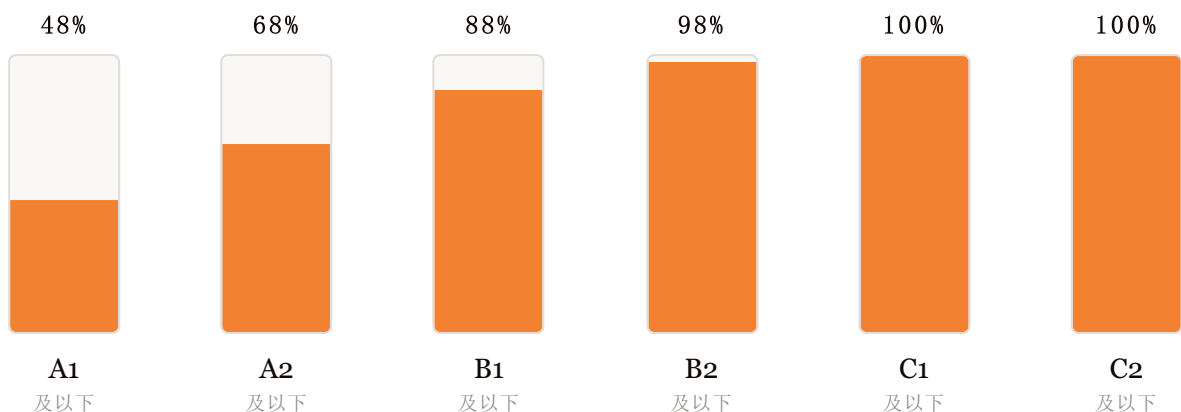
v. 合作

本篇1次·真题 8 句

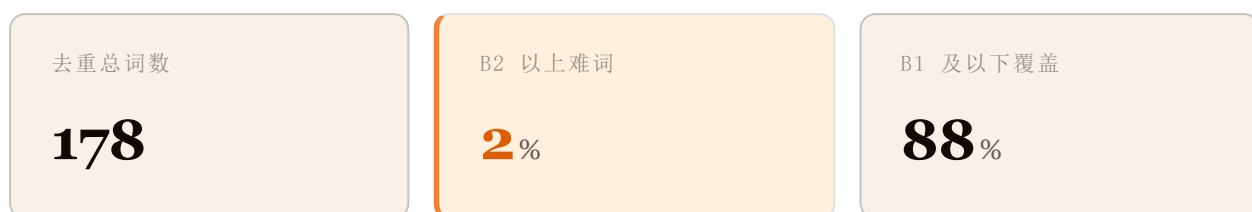
VOCABULARY • 词汇难度分布

全文 178 词按 CEFR 难度累积覆盖

全文去重后共 **178** 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 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 178 个 · 末柱为 100%



英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2019年6月·第3套 英语四级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2019年6月·第3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(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 Online programs to fight depression are already commercially available. While they sound efficient and cost-saving, a recent study reports that they are not effective, primarily because depressed patients are not likely to engage with them or stick with them.

对抗抑郁症的在线程序已经在商业上可以获得。虽然它们听起来高效且节省成本,但最近的一项研究报告称它们并不有效,主要是因为抑郁症患者不太可能参与其中或坚持使用它们。

P2 The study looked at computer-assisted cognitive(认知的) behavioral therapy (CBT) and found that it was no more effective in treating depression than the usual care patients receive from a primary care doctor.

该研究考察了计算机辅助认知行为疗法(CBT),发现它在治疗抑郁症方面并不比患者从初级保健医生那里接受的常规治疗更有效。

P3 Traditional CBT is considered an effective form of talk therapy for depression, helping people challenge negative thoughts and change the way they think in order to change their mood and behaviors. However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

传统的CBT被认为是治疗抑郁症的一种有效的谈话疗法形式,帮助人们挑战消极思想并改变他们的思维方式,从而改变他们的情绪和行为。然而,在线CBT程序一直越来越受欢迎,其吸引力在于能够在任何可以使用计算机的地方提供低成本帮助。

P4 A team of researchers from the University of York conducted a randomized(随机的) control trial with 691 depressed patients from 83 physician practices across England. The patients were split into three groups: one group received only usual care from a physician while the other two groups received usual care from a physician plus one of two computerized CBT programs. Participants were balanced across the three groups for age, sex, educational background, severity and duration of depression, and use of antidepressants(抗抑郁药).

来自约克大学的一个研究团队对英格兰83个医生诊所的691名抑郁症患者进行了随机对照试验。患者被分为三组:一组仅接受医生的常规治疗,而另外两组接受医生的常规治疗加上两个计算机化CBT程序中的一个。参与者在三组中的年龄、性别、教育背景、抑郁症的严重程度和持续时间以及抗抑郁药的使用方面保持平衡。

P5 After four months, the patients using the computerized CBT programs had no improvement in depression levels over the patients who were only getting usual care from their doctors.

四个月后,使用计算机化CBT程序的患者在抑郁水平上并没有比仅从医生那里获得常规治疗的患者有所改善。

P6 "It's an important, cautionary note that we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists," says Christopher Dowrick, a professor of primary medical care at the University of Liverpool. "We do still need the human touch or the human interaction, particularly when people are depressed."

利物浦大学初级医疗保健教授Christopher Dowrick说:"这是一个重要的警示,我们不应该过于沉迷于计算机系统可以取代医生和治疗师的想法。我们确实仍然需要人的接触或人际互动,特别是当人们感到抑郁时。"

P7 Being depressed can mean feeling "lost in your own small, negative, dark world," Dowrick says. Having a person, instead of a computer, reach out to you is particularly important in combating that sense of isolation. "When you're emotionally vulnerable, you're even more in need of a caring human being," he says.

Dowrick说,抑郁可能意味着感觉"迷失在你自己狭小、消极、黑暗的世界中"。有一个人而不是计算机向你伸出援手,对于对抗那种孤立感尤其重要。他说:"当你在情感上脆弱时,你更需要一个有爱心的人。"

题目与逐题解析

51. What does the recent study say about online CBT programs?

- A) Patients may not be able to carry them through for effective cure.
- B) Patients cannot engage with them without the use of a computer.
- C) They can save patients trouble visiting physicians.
- D) They have been well received by a lot of patients.

最近的研究对在线认知行为疗法项目有何说法?

- A) 患者可能无法坚持完成它们以达到有效治愈。
- B) 患者如果不使用电脑就无法参与这些项目。
- C) 它们可以为患者省去看医生的麻烦。
- D) 它们已经受到许多患者的好评。

【答案】 A (细节题)

【判型】 题干What does the recent study say about online CBT programs?直接问研究对在线项目说了什么，要求从原文找出一句直接表态的句子。

【拆句】 What does the recent study say about online CBT programs?是常规的 what-do 一般疑问句，宾语 say 后接 about 介短，结构平铺直叙、无陷阱。

【定位】 While they sound efficient and cost-saving, a recent study reports that they are not effective, primarily because depressed patients are not likely to engage with them or stick with them.
尽管这些（在线项目）听起来高效且省钱，但一项近期研究指出它们并不奏效，主要原因是抑郁患者不大可能投入其中或坚持下去。

【选项】 A) ✓ 正确

not likely to engage with them or stick with them ↔ may not be able to carry them through
they are not effective ↔ for effective cure

预判说"患者难以投入坚持→无效", Patients may not be able to carry them through for effective cure.正是"坚持不下来→无法获得有效治疗"的同义改写，与定位句——对位。

B) 无中生有

原文从未说"没有电脑就无法投入"; cannot engage with them without the use of a computer凭空增加了"电脑作为投入与否的条件"这一信息。

C) 偷换概念

原文只说providing low-cost help强调低成本，并未说在线项目能让患者免去看医生的麻烦；save patients trouble visiting physicians是对原文意思的引申偷换。

D) 与原文相反

原文核心结论恰是"患者不愿投入坚持"，与well received by a lot of patients所说"广受患者欢迎"方向完全相反。

52. What has made online CBT programs increasingly popular?

- A) Their effectiveness in combating depression.
- B) The low efficiency of traditional talk therapy.
- C) Their easy and inexpensive access by patients.
- D) The recommendation by primary care doctors.

是什么使在线认知行为疗法项目越来越受欢迎？

- A) 它们在对抗抑郁症方面的有效性。 B) 传统谈话治疗的低效率。
- C) 患者可以方便且低成本地使用它们。 D) 初级保健医生的推荐。

【答案】 C (细节题)

【判型】 What has made online CBT programs increasingly popular?要求找到使其走红的具体原因，目标是原文里一句明示原因的表述。

【拆句】 What has made online CBT programs increasingly popular?是 what 充当主语的现在完成时疑问句，使役动词 make + 宾语 + 补足语形容词，结构正常，无陷阱。

【定位】 However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

然而，在线 CBT 项目正越来越受欢迎，其魅力在于只要有电脑可用就能提供低成本帮助。

【选项】 A) 与原文相反

原文反复强调在线 CBT 不奏效，effectiveness in combating depression反过来把"治抑郁有效"列为流行原因，方向相反。

B) 无中生有

原文从未把传统谈话疗法描述成"低效"，更未把它作为在线项目走红的对比理由；The low efficiency of traditional talk therapy.是凭空对比。

C) ✓ 正确

low-cost help ↔ inexpensive

wherever someone has access to a computer ↔ easy and inexpensive access

预判说"便宜+方便"，Their easy and inexpensive access by patients.正是这两个要素的对应翻译，逐对锁定。

D) 无中生有

原文未提及初级保健医生推荐在线 CBT；The recommendation by primary care doctors.凭空加入医生推荐这一动因。

53. What is the major finding by researchers at the University of York?

A) Online CBT programs are no more effective than regular care from physicians.

B) The process of treating depression is often more complicated than anticipated.

C) The combination of traditional CBT and computerized CBT is most effective.

D) Depression is a mental condition which is to be treated with extreme caution.

York大学的研究人员有何主要发现？

A) 在线认知行为疗法项目并不比医生的常规护理更有效。 B) 治疗抑郁症的过程往往比预期的更复杂。

C) 传统认知行为疗法与计算机化认知行为疗法的结合最为有效。

D) 抑郁症是一种需要极其谨慎对待的精神疾病。

【答案】 A (细节题)

【判型】 What is the major finding by researchers at the University of York?问的是研究者得出的具体发现，目标是原文实验结论那一句。

【拆句】 What is the major finding by researchers at the University of York?是 What+be+主语的标准疑问句，by 短语作 finding 的修饰，逻辑清晰、无陷阱。

【定位】 After four months, the patients using the computerized CBT programs had no improvement in depression levels over the patients who were only getting usual care from their doctors.

四个月后，使用电脑化 CBT 项目的患者在抑郁程度上并未比只接受医生常规护理的患者有所改善。

【选项】 A) ✓ 正确

had no improvement in depression levels over ↔ **no more effective than**
patients who were only getting usual care from their doctors ↔ **regular care from physicians**
预判说"电脑 CBT 不优于常规护理", Online CBT programs are no more effective
than regular care from physicians.正是这层意思的标准比较级表达。

B) 无中生有

原文未提"治疗过程比预想复杂"; The process of treating depression is often more
complicated than anticipated.是凭空概括。

C) 无中生有

研究只比较了三组: 一组常规护理、两组在线 CBT 配合常规护理, 但结论是两类配合组
都未优于常规组, 从未结论说"传统 CBT + 电脑 CBT 组合最有效"。

D) 答非所问

题干问研究的具体发现, Depression is a mental condition which is to be treated
with extreme caution.给的是关于抑郁这件事本身的普适评论, 与研究发现在同一
层面。

54. What is Professor Dowrick's advice concerning online CBT programs?

- A) They should not be neglected in primary care.
- B) Their effectiveness should not be overestimated.
- C) They should be used by strictly following instructions.
- D) Their use should be encouraged by doctors and therapists.

Dowrick教授对在线认知行为疗法项目有何建议?

- A) 在初级保健中不应忽视它们。 B) 不应高估它们的有效性。 C) 应严格按照说明使用它们。
- D) 医生和治疗师应鼓励使用它们。

【答案】 B (细节题)

【判型】 What is Professor Dowrick's advice concerning online CBT programs?要求找出
Dowrick 教授就在线项目给出的具体建议, 目标是其引语里一句明示态度的句子。

【拆句】 What is Professor Dowrick's advice concerning online CBT programs?是
What+be+所有格名词 的疑问句, concerning 是介词, 相当于 about, 结构正常、无
陷阱。

【定位】 "It's an important, cautionary note that we shouldn't get too carried away with the idea that a
computer system can replace doctors and therapists," says Christopher Dowrick, a professor
of primary medical care at the University of Liverpool.

"这是一个重要的告诫——我们不应被'电脑系统能取代医生和治疗师'这一想法冲昏头
脑,"利物浦大学初级医学教授 Christopher Dowrick 这样说道。

【选项】 A) 与原文相反

Dowrick 的态度是"别太相信电脑系统", 与not be neglected in primary care说的"别在初级护理中忽视它"方向相反——他是降温派而非鼓吹派。

B) ✓ 正确

we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists

↔ effectiveness should not be overestimated

cautionary note ↔ should not

预判说"别把在线项目想得太能干", Their effectiveness should not be overestimated.正是这层意思的标准书面表达, 逐对锁定。

C) 无中生有

原文未提"必须严格按说明使用"; strictly following instructions是凭空附加的使用规范。

D) 与原文相反

Dowrick 想要的是给在线项目降温, encouraged by doctors and therapists反过来把它说成应被医生和治疗师推广, 方向相反。

55. What is more important to an emotionally vulnerable person?

- A) A positive state of mind.
- B) Appropriate medication.
- C) Timely encouragement.
- D) Human interaction.

对于情感脆弱的人来说,什么更重要?

A) 积极的心态。 B) 适当的药物治疗。 C) 及时的鼓励。 D) 人际互动。

【答案】 D (细节题)

【判型】 What is more important to an emotionally vulnerable person?要求找出原文里对情绪脆弱者更重要的一项具体内容, 目标是结尾一句明示句。

【拆句】 What is more important to an emotionally vulnerable person?是 What+be+比较级的疑问句, to 短语点明受益对象, 结构平铺直叙、无陷阱。

【定位】 "When you're emotionally vulnerable, you're even more in need of a caring human being," he says.

"当你情绪脆弱时, 你更需要一个有关怀的人, "他说。

【选项】 A) 无中生有

原文从未把"积极心态"列为情绪脆弱者更需要的东西; A positive state of mind.是凭空添加。

B) 无中生有

原文未提"恰当药物"; Appropriate medication.凭空加入药物方案。

C) 以偏概全

原文核心是"由人伸手相助", Timely encouragement.只把"人"的功能抽取成"鼓励", 丢掉了"人"这一核心要素, 且"timely"在原文找不到任何引文支持。

D) ✓ 正确

a caring human being ↔ **Human interaction**

Having a person, instead of a computer, reach out to you ↔ **Human interaction**

预判说"需要一个有关怀的人", Human interaction.是其名词化抽象表达——"人"被概念化为"人与人之间的互动"。

SENTENCE INSIGHTS • 句子精讲

8 句真题句逐层精讲

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

The study looked at computer-assisted cognitive(认知的) behavioral therapy (CBT) and found that it was no more effective in treating depression than the usual care patients receive from a primary care doctor.

第2段, 第1句

本句的结构高度典型: 主句并列谓语 + 宾语从句 + 比较结构 + 定语从句嵌套, 这种多层嵌套组合在四六级和考研阅读中极为常见。比较状语从句和定语从句的省略现象也是高频考点。掌握本句的拆解方法可直接迁移到大量真题长难句

However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

第3段, 第2句

本句涵盖主语、谓语、宾语、方式状语(介词短语)、地点状语从句等多种成分, 且介词短语内部包含动名词短语和从句的嵌套, 适合训练学生识别复杂修饰结构和嵌套从句的能力。尤其是"wherever"引导的从句位于介词短语内部, 容易被误判为其他成分, 是一个值得练习的易错点。

"It's an important, cautionary note that we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists," says Christopher Dowrick, a professor of primary medical care at the University of Liverpool.

第6段，第1句

本句包含形式主语、真正主语、表语、同位语、主语从句、同位语从句、情态动词结构、介词短语作状语等多种成分和结构，覆盖面广。尤其是形式主语与真正主语的区分、同位语从句与主语从句的双重身份、嵌套同位语从句的识别，都是学习者容易混淆的易错点。作为成分划分练习句，收益很高。

"We do still need the human touch or the human interaction, particularly when people are depressed."

第6段，第2句

主句加时间状语从句的结构在考试中较为常见，particularly 强调用法和 do 强调式也是典型考点。句式虽不复杂，但代表了基础句型的标准用法，具有一定迁移价值。

Being depressed can mean feeling "lost in your own small, negative, dark world," Dowrick says.

第7段，第1句

“某人 says + 内容”以及“内容前置、句尾补说话人”的报道句式都很常见。掌握这种结构后，读新闻、评论和说明文里的引语句会更顺手。

Having a person, instead of a computer, reach out to you is particularly important in combating that sense of isolation.

第7段，第2句

本句覆盖了动名词短语作主语、have sb do 结构、插入语、系表结构、形容词短语作表语、介词短语作后置定语等多种成分，且主语冗长易误判为多个成分，非常适合作为划分主干和识别非谓语成分的练习句，训练价值高。

Patients cannot engage with them without the use of a computer.

第51题，B

情态动词加动词原形的结构在考试中较为常见，介词短语作状语也是典型用法；但简单句本身过于基础，缺乏从句或复杂修饰，代表性一般。

Online CBT programs are no more effective than regular care from physicians.

第53题, A

主系表结构配合比较结构是常见句式,"no more...than"在四六级和考研阅读中偶有出现,具有一定代表性,但不如含从句的复合句那样高频且典型

HIGH-FREQUENCY • 真题高频词

本篇出现的 57 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。

depression

B2

n. 抑郁症

本篇8次 · 真题 31 句

online

A2

adj. 在线的

本篇6次 · 真题 145 句

effective

B1

adj. 有效的, 起作用的

本篇6次 · 真题 63 句

physician

B2

n. 医生

本篇5次 · 真题 18 句

depressed

B2

adj. 抑郁的

本篇4次 · 真题 12 句

traditional

B1

adj. 传统的

本篇3次 · 真题 79 句

therapy

B2

n. 治疗

本篇3次 · 真题 16 句

researcher

B2

n. 研究人员

本篇2次 · 真题 239 句

professor

B1

n. 教授 (大学教师的最高职称)

本篇2次 · 真题 105 句

access

B1

n. 进入

本篇2次 · 真题 83 句

engage B2

v. 参与;从事

本篇2次·真题 57 句

negative B1

adj. 否定的

本篇2次·真题 57 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇2次·真题 39 句

vulnerable C1

adj. 易受伤害的

本篇2次·真题 23 句

combat B2

n. 战斗

本篇2次·真题 18 句

emotionally B2

adv. 在情感上

本篇2次·真题 11 句

likely A2

adj. 很可能的

本篇1次·真题 224 句

system A2

n. 系统

本篇1次·真题 162 句

participant B2

n. 参与者

本篇1次·真题 117 句

process B1

n. 过程

本篇1次·真题 108 句

finding B2

n. 调查结果

本篇1次·真题 99 句

behavior B1

n. 行为

本篇1次·真题 92 句

mental B1

adj. 精神的

本篇1次·真题 86 句

challenge B1

n. 挑战

本篇1次·真题 80 句

major B1

adj. 主要的

本篇1次·真题 73 句

gain B1

v. 获得;赢得

本篇1次·真题 64 句

positive B1

adj. 积极的

本篇1次·真题 62 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

available A2

adj. 可获得的

本篇1次·真题 48 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 47 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

educational B1

adj. 教育的

本篇1次·真题 45 句

interaction B2

n. 相互作用

本篇1次·真题 40 句

extreme B2

adj. 极度的

本篇1次·真题 39 句

regular B1

adj. 经常的

本篇1次·真题 38 句

recommendation B2

n. 推荐

本篇1次·真题 30 句

being B1

n. 存在

本篇1次·真题 29 句

improvement B1

n. 改进

本篇1次·真题 29 句

cognitive C1

adj. 认知的

本篇1次·真题 24 句

complicated B2

adj. 复杂的

本篇1次·真题 20 句

efficiency B2

n. 效率

本篇1次·真题 20 句

popularity B2

n. 受欢迎

本篇1次·真题18句

mood A2

n. 心情

本篇1次·真题17句

attraction B1

n. 吸引力

本篇1次·真题15句

combination B1

n. 结合

本篇1次·真题15句

efficient B2

adj. 效率高的

本篇1次·真题15句

plus A2

prep. 加, 加上

本篇1次·真题13句

primarily B2

adv. 主要地

本篇1次·真题13句

cure B1

v. 治愈 (疾病)

本篇1次·真题12句

isolation B2

n. 隔离

本篇1次·真题11句

trial B2

n. 审判, 审讯

本篇1次·真题11句

concerning B2

prep. 关于

本篇1次·真题10句

cannot A1

aux. 不能

本篇1次·真题9句

split B1

v. 分开

本篇1次·真题9句

anticipate B2

v. 预料, 预期 (某事将发生)

本篇1次·真题8句

sex A2

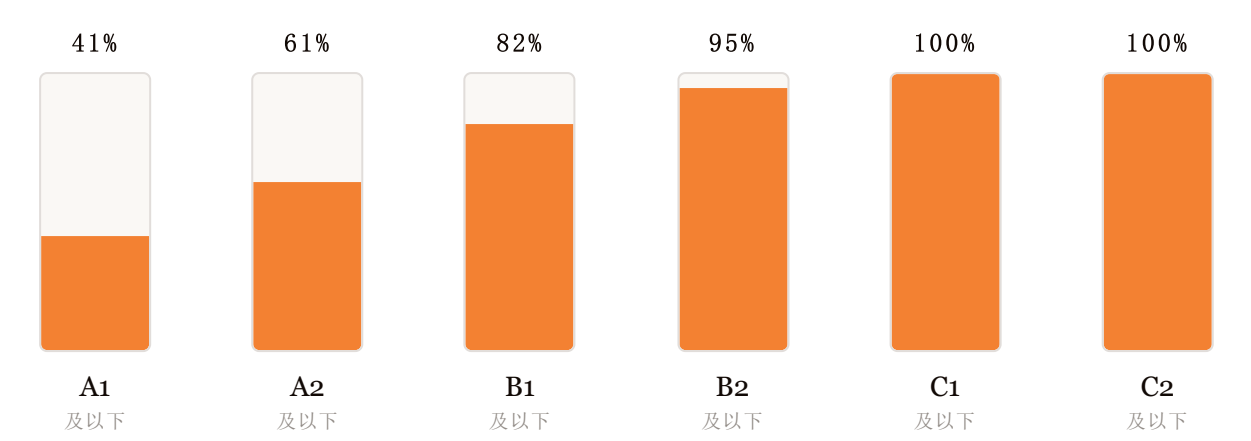
n. 性别

本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 177 词按 CEFR 难度累积覆盖

全文去重后共 **177** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 8 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 177 个·末柱为 100%

去重总词数

177

B2 以上难词

5%

B1 及以下覆盖

82%

英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年6月第1套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	本题
Part IV	汉译英（段落翻译）	题目解析 →

2019年6月·第3套英语四级汉译英（段落翻译）·中国剪纸民间艺术的客观介绍 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2019年6月·第3套 英语四级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第3套(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**.

剪纸是中国民间艺术的一种独特形式，已有2000多年历史。剪纸很可能源于汉代，继纸张发明之后。从此，它在中国的许多地方得到了普及。剪纸用的材料和工具很简单：纸和剪刀。剪纸作品通常是用红纸做成的，因为红色在中国传统文化中与幸福相联。因此，在婚礼、春节等喜庆场合，红颜色的剪纸是门窗装饰的首选。

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。

Paper cutting is a unique form of Chinese folk art with a history of more than 2,000 years. It probably originated in the Han Dynasty, after the invention of paper. Since then, it has gained popularity in many parts of China. The materials and tools used in paper cutting are very simple: paper and scissors. Paper cuttings are usually made of red paper, because red is associated with happiness in traditional Chinese culture. Therefore, on festive occasions such as weddings and the Spring Festival, red paper cuttings are the top choice for decorating doors and windows.

【衔接】第 2、3 句主语用 it 回指剪纸

原文 剪纸很可能源于汉代 与 从此，它在中国的许多地方得到了普及 都讲剪纸，英文里第 2 句开头用 It probably originated...，第 3 句开头沿用 Since then, it has gained... 即可；避免连续三句都重复 Paper cutting 主语。

第 3 句句首加 Since then 承接历史叙述

第 2 句讲剪纸源于汉代，第 3 句中文 从此 直接对应英文 Since then 句首衔接，把「汉代以来」的时间链条显化出来，同时触发现在完成时 has gained popularity，使两句历史叙述形成一条清晰的时间线。

第 5、6 句之间用 Therefore 显因果

原文 红色在中国传统文化中与幸福相联 是因，红颜色的剪纸是门窗装饰的首选 是果，第 6 句首的因此 在英文里译为 Therefore + 逗号，把上下句的因果逻辑显式标出，整段读起来不再是松散罗列。

第 5、6 句「红色—红剪纸」用关键词复现连贯

原文 红色在中国传统文化中与幸福相联 中的 red 与 红颜色的剪纸 中的 red paper cuttings 共享同一个核心词 red，英文中保留这个关键词复现（red → red paper cuttings），让因果链条同时有 Therefore 标志和词汇纽带双重连贯。

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】中国剪纸民间艺术的客观介绍

本段是对中国传统民间艺术「剪纸」的客观介绍：开篇 剪纸是中国民间艺术的一种独特形式 直接给出定义，随后讲它的历史起源、所用材料、颜色偏好与使用场合。属于「文化介绍说明文」语体，全篇陈述客观事实而非讲述某个具体事件。

【时态】一般现在时

通篇是对剪纸这种民间艺术「现在仍然如此」的客观事实描述，如 剪纸用的材料和工具很简单 与 红颜色的剪纸是门窗装饰的首选，故全篇默认用一般现在时；仅在交代历史起源的少数句中（如「源于汉代」「继纸张发明之后」）才偏离为一般过去时或现在完成时。

【译法】 剪纸

全篇统一译为 paper cutting (动名词作不可数艺术名)；指具体的「一件件剪纸作品」时用可数复数 paper cuttings。这是约定俗成的英译。原文 剪纸是中国民间艺术的一种独特形式 与 剪纸作品通常是用红纸做成的 中两次出现，须前后一致。

汉代

统一译为 the Han Dynasty (专有朝代名，首字母大写、加定冠词 the)。原文 剪纸很可能源于汉代 仅出现一次，但须按朝代专名规范处理。

中国传统文化

统一译为 traditional Chinese culture (不加冠词，作泛指概念)。原文 红色在中国传统文化中与幸福相联 中出现，作介词短语 in traditional Chinese culture。

春节

统一译为 the Spring Festival (约定俗成译名，首字母大写、加定冠词 the)。原文 在婚礼、春节等喜庆场合 中出现。

1. 剪纸是中国民间艺术的一种独特形式，已有2000多年历史。

【主干】 主语=剪纸，谓语=is，宾语=a unique form... (主语策略：原句主语)

中文 剪纸是中国民间艺术的一种独特形式 已有明确主语「剪纸」，直接译为 Paper cutting；谓语用系动词 is，表语 a unique form of Chinese folk art。「已有2000多年历史」可降级处理，不作并列主干。

【降级】「已有2000多年历史」降级为 with 介词短语作后置定语

原文 已有2000多年历史 与前半句共享主语「剪纸」，若硬译成 and has a history of more than 2000 years 会变成英文里很啰嗦的并列谓语。降级为 with a history of more than 2,000 years 作后置定语挂在主干末尾，更紧凑、更英文。

【语法】 时态

回指全篇基调用一般现在时 (is)，陈述「剪纸现在仍是」这一客观事实，不要因为后面有「2000多年」就改用完成时。

冠词

「一种独特形式」中「一种」是泛指，对应不定冠词 a: a unique form of Chinese folk art。漏冠词是主体考生最常见的硬伤。

主谓一致

paper cutting 作艺术门类讲是不可数名词，谓语用单数 is，不要写成 are。

数字写法

英文中四位以上数字习惯用千位逗号：2,000 years，而非 2000。

【译文】 Paper cutting is a unique form of Chinese folk art with a history of more than 2,000 years.

2. 剪纸很可能源于汉代，继纸张发明之后。

【主干】 主语=It（回指剪纸），谓语=originated，状语=in the Han Dynasty（主语策略：原句主语）

原文 剪纸很可能源于汉代 中「剪纸」作主语；为避免与上句开头重复，用代词 It 回指。谓语动词「源于」对应 originated；「很可能」用副词 probably 修饰谓语。

【降级】「继纸张发明之后」降级为 after 引导的时间状语

原文 继纸张发明之后 表「在...之后」，降级为介词短语 after the invention of paper，挂在主干末尾作时间状语，避免照中文再起一个并列短句。

【语法】时态

讲历史起源这件「过去发生的事」，本句偏离全篇基调，用一般过去时 originated，这是 globalPlan 允许的偏离情形。

情态副词位置

「很可能」用 probably，放在谓语动词前：probably originated。不要写成 maybe originated（maybe 多放句首）。

专名冠词

汉代英文须加定冠词 the 并首字母大写：the Han Dynasty。漏 the 或漏大写都是硬伤。

搭配

「源于」的稳妥搭配是 originate in / from + 时间或地点：originated in the Han Dynasty。

【译文】 It probably originated in the Han Dynasty, after the invention of paper.

3. 从此，它在中国的许多地方得到了普及。

【主干】 主语=it，谓语=has gained popularity，状语=in many parts of China（主语策略：原句主语）

原文 它在中国的许多地方得到了普及 中主语「它」（剪纸）保留；「得到了普及」译为 has gained popularity（或 has become popular）。

【降级】「从此」译为 since then 作句首时间状语

原文 从此 是一个时间连接词，回指上句的「汉代以后」。译为 since then 放句首，既起衔接作用又准确传达「自那以来」的含义。

【语法】时态

「从此...到现在」属典型现在完成时语境：has gained popularity，不要写成一般过去时 gained 或一般现在时 gains。

介词搭配

「在中国的许多地方」译为 in many parts of China，用 in 不用 at；parts 表「区域、地区」用复数。

代词指代

本句主语 it 仍回指剪纸；段内连续三句用同一个 it 不会引起歧义，可放心使用。

【译文】 Since then, it has gained popularity in many parts of China.

4. 剪纸用的材料和工具很简单：纸和剪刀。

【主干】 主语=The materials and tools，谓语=are，表语=very simple（主语策略：原句主语）

原文 剪纸用的材料和工具很简单 中主语是「材料和工具」（两个并列名词）；谓语 are（复数），表语 very simple。「剪纸用的」作前置定语修饰主语。

【降级】「剪纸用的」译为后置介词短语 used in paper cutting，「：纸和剪刀」用冒号+并列名词同位说明

原文 剪纸用的材料和工具 中的「剪纸用的」改成 used in paper cutting 作后置定语，比硬塞到名词前 the paper-cutting materials 更英文。冒号后的 纸和剪刀 是对前面「材料和工具」的具体说明，英文直接保留冒号+ paper and scissors 的同位语形式。

【语法】主谓一致

主语是 materials and tools 两个并列名词，复数，谓语用 are 不用 is。这是主体考生最常踩的「两个并列名词配单数动词」的坑。

单复数

scissors 在英语中永远复数（剪刀双刃成对），即使只指「一把剪刀」也用复数 scissors，不要写成 scissor。

冠词

「材料和工具」此处是泛指剪纸这门艺术整体所需，用定冠词 the 表「这一类」：The materials and tools；冒号后的 paper and scissors 作泛指、用零冠词。

【译文】 The materials and tools used in paper cutting are very simple: paper and scissors.

5. 剪纸作品通常是用红纸做成的，因为红色在中国传统文化中与幸福相联。

【主干】 主语=Paper cuttings，谓语=are usually made，方式状语=of red paper（主语策略：转被动）

原文 剪纸作品通常是用红纸做成的 是「X 是用 Y 做成的」典型被动表达，主语「剪纸作品」是动作的承受者，转被动最自然：Paper cuttings are usually made of red paper。「剪纸作品」用可数复数 paper cuttings 指具体作品。

【降级】「因为...」译为 because 引导的原因状语从句

原文 因为红色在中国传统文化中与幸福相联 是显式因果，直接用 because 引导从句挂在主干后；「与幸福相联」译为 is associated with happiness（固定搭配 be associated with）。

【语法】时态

回指全篇基调用一般现在时 (are made / is associated) , 表示通常如此的事实。

语态

「做成的」「相联」都是被动概念: are made of / is associated with, 英文里被动用得比中文多, 不要漏掉 be 动词写成 made of / associated with。

单复数

「剪纸作品」指具体一件件作品, 用可数复数 paper cuttings; 谓语相应用 are。注意与第 1 句作艺术门类讲的不可数 paper cutting 区分开。

固定搭配

「与...相联」固定搭配 be associated with, 不要写成 connected to / linked to 也行但用 associated 最贴「相联」原意; 介词只能用 with, 不要用 to。

冠词

「红色」「幸福」作抽象概念泛指, 用零冠词: red is associated with happiness, 不要加 the。

【译文】 Paper cuttings are usually made of red paper, because red is associated with happiness in traditional Chinese culture.

6. 因此, 在婚礼、春节等喜庆场合, 红颜色的剪纸是门窗装饰的首选。

【主干】 主语=red paper cuttings, 谓语=are, 表语=the top choice (主语策略: 原句主语)

原文 红颜色的剪纸是门窗装饰的首选 中主语「红颜色的剪纸」直接译为 red paper cuttings; 谓语 are, 表语 the top choice (或 the first choice / the preferred decoration) 。

【降级】 「在婚礼、春节等喜庆场合」前置为 on 引导的时间状语, 「因此」用 therefore 句首衔接, 「门窗装饰」译为 for decorating doors and windows 介词短语

原文 因此 与上句构成显式因果, 用 therefore 放句首并加逗号衔接。原文 在婚礼、春节等喜庆场合 译为 on festive occasions such as weddings and the Spring Festival, 前置作时间状语;

「门窗装饰」译为 for decorating doors and windows 后置作 the top choice 的用途说明, 避免堆成名词链 door-and-window decoration。

【语法】时态

回指全篇基调用一般现在时 are，陈述「通常是首选」的客观惯例。

单复数

主语 red paper cuttings 用复数（指各种红色剪纸作品），谓语用 are；doors and windows 也成对出现、用复数。

冠词

「首选」用定冠词 the top choice 表「这一类里最优的那个」；the Spring Festival 作专有节日名加定冠词；festive occasions / weddings 作泛指用零冠词或复数。

介词搭配

「在...场合」用 on: on festive occasions；「用于装饰」用 for + doing: for decorating doors and windows。介词是主体考生最容易写错的环节，写完回头核对一次。

连接词

句首「因此」译为 Therefore，后面跟逗号；不要写成 So（偏口语）或 Because（与上句因果方向相反）。

【译文】 Therefore, on festive occasions such as weddings and the Spring Festival, red paper cuttings are the top choice for decorating doors and windows.

英语四级 2019年6月·第3套 · 全卷构成

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