

2019年12月·第1套 英语四级阅读理解（四选一） 第1篇·46-50 题 答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2019年12月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1-P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2019-12) • 四级

Part III Section C (1)

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

Passage One

Questions 46 to 50 are based on the following passage.

P1 Professor Ashok Goel of Georgia Tech developed an artificially intelligent teaching assistant to help handle the enormous number of student questions in the online class, Knowledge-Based Artificial Intelligence. This online course is a core requirement of Georgia Tech's online Master of Science in Computer Science program. Professor Goel already had eight teaching assistants, but that wasn't enough to deal with the overwhelming number of daily questions from students.

Georgia Tech的Ashok Goel教授开发了一个人工智能教学助手，以帮助处理在线课程“基于知识的人工智能”中学生提出的大量问题。这门在线课程是Georgia Tech计算机科学在线硕士项目的核心必修课。Goel教授已经有八名助教，但这还不足以应对学生每天提出的大量问题。

P2 Many students drop out of online courses because of the lack of teaching support. When students feel isolated or confused and reach out with questions that go unanswered, their motivation to continue begins to fade. Professor Goel decided to do something to remedy this situation and his solution was to create a virtual assistant named Jill Watson, which is based on the IBM Watson platform.

许多学生因缺乏教学支持而退出在线课程。当学生感到孤立或困惑，并提出问题却得不到回答时，他们继续学习的动力就会开始减退。Goel教授决定采取措施改善这种状况，他的解决方案是创建一个名为Jill Watson的虚拟助手，该助手基于IBM Watson平台。

P3 Goel and his team developed several versions of Jill Watson before releasing her to the online forums. At first, the virtual assistant wasn't too great. But Goel and his team sourced the online discussion forum to find all 40,000 questions that had ever been asked since the class was launched.

Then they began to feed Jill with the questions and answers. After some adjustments, and sufficient time, Jill was able to answer the students' questions correctly 97% of the time. The virtual assistant became so advanced and realistic that the students didn't know she was a computer. The students, who were studying artificial intelligence, were interacting with the virtual assistant and couldn't tell it apart from a real human being. Goel didn't inform them about Jill's true identity until April 26. The students were actually very positive about the experience.

Goel和他的团队在将Jill Watson发布到在线论坛之前，开发了她的多个版本。起初，这个虚拟助手表现并不太好。但Goel和他的团队搜集了在线讨论论坛，找到了自该课程开设以来被问过的全部40000个问题。然后他们开始向Jill输入这些问题和答案。经过一些调整和充足的时间后，Jill能够以97%的准确率正确回答学生的问题。这个虚拟助手变得如此先进和逼真，以至于学生们不知道她是一台计算机。这些正在学习人工智能的学生与虚拟助手互动，却无法将她与真人区分开来。Goel直到4月26日才告知他们Jill的真实身份。学生们对这次经历实际上持非常积极的态度。

P4 The goal of Professor Goel's virtual assistant next year is to take over answering 40% of all the questions posed by students on the online forum. The name Jill Watson will, of course, change to something else next semester. Professor Goel has a much rosier outlook on the future of artificial intelligence than, say, Elon Musk, Stephen Hawking, Bill Gates or Steve Wozniak.

Goel教授的虚拟助手明年的目标是接管在线论坛上学生提出的所有问题中40%的回答工作。当然，Jill Watson这个名字下学期会改成别的名。相比Elon Musk、Stephen Hawking、Bill Gates或Steve Wozniak等人，Goel教授对人工智能的未来持更加乐观的看法。

题目与逐题解析

46. What do we learn about Knowledge-Based Artificial Intelligence?

- A) It is a robot that can answer students' questions.
- B) It is a course designed for students to learn online.
- C) It is a high-tech device that revolutionizes teaching.
- D) It is a computer program that aids student learning.

我们对基于知识的人工智能了解到什么？

- A) 它是一个能够回答学生问题的机器人。 B) 它是一门为学生设计的在线学习课程。
C) 它是一种使教学发生革命性变化的高科技设备。 D) 它是一个辅助学生学习的计算机程序。

【答案】 B (细节题)

【判型】 What do we learn about Knowledge-Based Artificial Intelligence? 问的是这个对象本身是什么，不含 infer/imply 等推断信号，属于对原文客观信息的复述。

【拆句】 题干 What do we learn about Knowledge-Based Artificial Intelligence? 是一般疑问句的特殊疑问形式，主干 we learn，介词 about 引出宾语；无从句、无否定，结构平铺直叙，无陷阱。

【定位】 Professor Ashok Goel of Georgia Tech developed an artificially intelligent teaching assistant to help handle the enormous number of student questions in the online class, Knowledge-Based Artificial Intelligence. This online course is a core requirement of Georgia Tech's online Master of Science in Computer Science program.

佐治亚理工的 Ashok Goel 教授开发了一个人工智能助教，用以应对 Knowledge-Based Artificial Intelligence 这门在线课程里数量庞大的学生提问。这门在线课程是该校在线计算机科学硕士项目的一门核心必修课。

【选项】 A) 偷换概念

It is a robot that can answer students' questions. 把 Knowledge-Based Artificial Intelligence 当成了答疑机器人；可机器人其实是教授「为这门课」开发的助教 artificially intelligent teaching assistant，主体张冠李戴。

B) ✓ 正确

the online class, Knowledge-Based Artificial Intelligence ↔

a course designed for students to learn online

This online course is a core requirement of Georgia Tech's online Master of Science in Computer Science program.

↔ **a course designed for students to learn online**

预判得到「在线学习的课程」，a course designed for students to learn online 把 the online class 与 students 学的对象拼在一起，是定位句的同义压缩。

C) 无中生有

It is a high-tech device that revolutionizes teaching. 把课程拔高成「彻底革新教学的高科技设备」，原文从未把课程描述成 device，更没有 revolutionize 的程度判断。

D) 偷换概念

It is a computer program that aids student learning. 又把 Knowledge-Based Artificial Intelligence 当成辅助学习的电脑程序；原文中那个 program 实际上是 online Master of Science in Computer Science program（硕士项目），名同实异。

47. What problem did Professor Goel meet with?

- A) His students were unsatisfied with the assistants.
- B) His course was too difficult for the students.
- C) Students' questions were too many to handle.
- D) Too many students dropped out of his course.

Goel教授遇到了什么问题？

- A) 他的学生对助教不满意。
- B) 他的课程对学生来说太难了。
- C) 学生的问题太多而无法处理。
- D) 太多学生从他的课程中退出了。

【答案】 C (细节题)

【判型】 What problem did Professor Goel meet with? 问的是一个具体的、可在原文找到对应表述的客观事实，不涉及推断。

【拆句】 题干 What problem did Professor Goel meet with? 是帮助动词 did 的一般过去时特殊疑问句，meet with 是固定搭配，意为「遭遇、碰到」，不是「会见」；结构无从句，无陷阱。

【定位】 Professor Goel already had eight teaching assistants, but that wasn't enough to deal with the overwhelming number of daily questions from students.

Goel 教授已经有 8 名助教，但仍无法应付每天来自学生的、数量庞大到压倒性的问题。

【选项】 A) **无中生有**

His students were unsatisfied with the assistants. 说学生对助教不满，但原文只说助教「数量不够」that wasn't enough，没说学生对助教质量有意见。

B) **无中生有**

His course was too difficult for the students. 称课程对学生太难；可原文谈的是「问题多」而非「课程难」，整段没有任何 difficult/hard 字眼描述课程难度。

C) **✓ 正确**

the overwhelming number of daily questions from students ↔

Students' questions were too many to handle.

that wasn't enough to deal with ↔ **too many to handle**

预判「学生提问太多忙不过来」，Students' questions were too many to handle. 一字对一字落到这一矛盾上，无添加也无遗漏。

D) **张冠李戴**

Too many students dropped out of his course. 说很多学生退课；可第二段 Many students drop out of online courses 讲的是「网课普遍现象」而非 Goel 课程的实情，且更是 Goel 「想要避免」的后果，不是他眼前遭遇的 problem。

48. What do we learn about Jill Watson?

- A) She turned out to be a great success.
- B) She got along pretty well with students.
- C) She was unwelcome to students at first.
- D) She was released online as an experiment.

我们对 Jill Watson 了解到什么？

- A) 她最终取得了巨大成功。 B) 她与学生相处得很好。 C) 她起初不受学生欢迎。
- D) 她作为一项实验被发布到网上。

【答案】 A (细节题)

【判型】 What do we learn about Jill Watson? 问的是关于这位虚拟助教的客观事实，可在原文找到直接对应的评价句，不需推断。

【拆句】 题干 What do we learn about Jill Watson? 与第 46 题同构，主干 we learn，介词 about 接对象；无从句、无否定，结构清晰。

【定位】 After some adjustments, and sufficient time, Jill was able to answer the students' questions correctly 97% of the time. The virtual assistant became so advanced and realistic that the students didn't know she was a computer.

经过若干调整与足够的时间，Jill 能在 97% 的情况下正确回答学生的问题；这位虚拟助教变得如此先进、逼真，以至于学生都不知道她其实是电脑。

【选项】 A) ✓ 正确

Jill was able to answer the students' questions correctly 97% of the time ↔

She turned out to be a great success.

so advanced and realistic that the students didn't know she was a computer ↔ **a great success**

预判「成果非常突出」，She turned out to be a great success. 用 turn out to be 表「最终证明是……」，把 97% 与 so...that 两条证据收束为一句总评，完全对得上。

B) 无中生有

She got along pretty well with students. 表述的是人际相处融洽；原文只说学生分辨不出她是电脑，没说她和学生相处融洽。

C) 与原文相反

She was unwelcome to students at first. 说她「最初不受欢迎」；可原文第三段说 The students were actually very positive about the experience.——学生反应是正面的，没有「不受欢迎」这一阶段。

D) 偷换概念

She was released online as an experiment. 称她是被作为实验放到网上；原文只说 before releasing her to the online forums，没有称之为 experiment，且她已是反复迭代后投入实用的虚拟助教，「实验」定性偏离原文。

49. How did the students feel about Jill Watson?

- A) They thought she was a bit too artificial.
- B) They found her not as capable as expected.
- C) They could not but admire her knowledge.
- D) They could not tell her from a real person.

学生对 Jill Watson 有什么感受？

- A) 他们认为她有点过于不自然。
- B) 他们发现她不如预期的那么能干。
- C) 他们不得不钦佩她的知识。
- D) 他们无法将她与真人区分开来。

【答案】 D (细节题)

【判型】 How did the students feel about Jill Watson? 问的是原文已陈述的事实性感受，不是要考生综合全文推断态度。

【拆句】 题干 How did the students feel about Jill Watson? 中 feel about 是固定搭配，意为「对……有何感受/看法」，about 不可丢；过去时点明问的是文中已发生的具体反应。

【定位】 The students, who were studying artificial intelligence, were interacting with the virtual assistant and couldn't tell it apart from a real human being.

这些（正在学习人工智能的）学生在与虚拟助教互动时，竟然分辨不出她和真人之间有什么不同。

【选项】 A) **与原文相反**

They thought she was a bit too artificial. 称学生嫌她「太人工」；可原文说的恰恰相反——学生分不出她是电脑，说明她不「显得人工」。

B) **与原文相反**

They found her not as capable as expected. 称学生觉得她「没预期那么能干」；可原文给出 97% of the time 的正确率，且学生 very positive about the experience，没有「不及预期」的表述。

C) **过度推断**

They could not but admire her knowledge. 说学生不得不钦佩她的知识；可原文学生「分辨不出真假」是认知层的描述，没有上升到「钦佩」的情感层。

D) **✓ 正确**

couldn't tell it apart from a real human being ↔ **They could not tell her from a real person.**

the students didn't know she was a computer ↔ **could not tell her from a real person**

预判「学生分不出真人假人」，They could not tell her from a real person. 与原文 couldn't tell it apart from a real human being 是教科书级同义替换，锁定为正确。

50. What does Professor Goel plan to do next with Jill Watson?

- A) Launch different versions of her online.
- B) Feed her with new questions and answers.
- C) Assign her to answer more of students' questions.
- D) Encourage students to interact with her more freely.

Goel教授接下来计划用Jill Watson做什么？

- A) 在网上发布她的不同版本。
- B) 向她输入新的问题和答案。
- C) 让她回答更多学生的问题。
- D) 鼓励学生更自由地与她互动。

【答案】 C (细节题)

【判型】 What does Professor Goel plan to do next with Jill Watson? 直接问下一步打算做什么，原文应有明确计划句对应。

【拆句】 题干 What does Professor Goel plan to do next with Jill Watson? 是一般现在时疑问句，plan to do 后接动词原形；with Jill Watson 是介词短语修饰整个计划；无陷阱。

【定位】 The goal of Professor Goel's virtual assistant next year is to take over answering 40% of all the questions posed by students on the online forum.

Goel 教授的虚拟助教下一年的目标，是接管在线论坛上学生提问中 40% 的回答工作。

【选项】 A) 张冠李戴

Launch different versions of her online. 把「上线不同版本」当成下一步计划；可原文 Goel and his team developed several versions of Jill Watson before releasing her to the online forums 描述的是「过去」的开发过程，不是下一步打算。

B) 张冠李戴

Feed her with new questions and answers. 称下一步要喂她新的题与答案；可原文 they began to feed Jill with the questions and answers 是描述训练阶段已经做过的事，不是「下一步」。

C) ✓ 正确

to take over answering 40% of all the questions posed by students on the online forum ↔

Assign her to answer more of students' questions.

40% of all the questions ↔ **more of students' questions**

预判「让她回答更多问题」，Assign her to answer more of students' questions. 把目标句的 take over 与 40% 改写成 assign her to answer 与 more，完全对位。

D) 无中生有

Encourage students to interact with her more freely. 提到「鼓励学生更自由地与她互动」，可原文目标句完全围绕「她答更多比例的问题」，没有任何鼓励学生互动的表述。

SENTENCE INSIGHTS • 句子精讲

16 句真题句逐层精讲

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

Professor Goel already had eight teaching assistants, but that wasn't enough to deal with the overwhelming number of daily questions from students.

第1段，第3句

并列转折句是四六级和考研阅读中的常见句式，“but”连接两个主句并形成对比的结构具有较高的复用性；第二个主句中“that”指代前文内容也是典型用法，学生掌握后可迁移到类似语境。

Many students drop out of online courses because of the lack of teaching support.

第2段，第1句

主谓宾加原因状语的结构在四六级和考研阅读中出现频率较高，“because of + 名词短语”表原因是常见模式，短语动词也是常考点，具有一定代表性和复用价值。

Professor Goel decided to do something to remedy this situation and his solution was to create a virtual assistant named Jill Watson, which is based on the IBM Watson platform.

第2段，第3句

并列句 + 非限制性定语从句的组合在四六级和考研阅读中非常常见，句式具有较高代表性，掌握后可迁移到大量类似长句的理解中。

Then they began to feed Jill with the questions and answers.

第3段，第4句

涵盖主语、谓语、宾语、时间状语、方式状语五种成分，其中 "began to feed" 的谓语识别和 "with the questions and answers" 的方式状语判定有一定练习价值，但整体成分种类较常规，缺少定语从句、宾语补足语等复杂成分。

The virtual assistant became so advanced and realistic that the students didn't know she was a computer.

第3段，第6句

so...that引导结果状语从句是四六级和考研阅读中的高频句式，且本句还展示了宾语从句的嵌套用法。这种因果逻辑加上从句嵌套的组合在真题中反复出现，掌握后可大量迁移到类似长难句的理解中。

The students, who were studying artificial intelligence, were interacting with the virtual assistant and couldn't tell it apart from a real human being.

第3段，第7句

本句结构高度典型：非限制性定语从句插入主语之后、主句包含并列谓语、宾语补足语的使用，都是四六级和考研阅读中的常见句式。特别是用逗号隔开的非限制性定语从句修饰主语，以及 "couldn't tell...apart from" 这种固定搭配，具有很强的迁移价值，学生掌握后可在大量真题中识别类似结构。

Goel didn't inform them about Jill's true identity until April 26.

第3段，第8句

主谓宾加状语的简单句结构在四六级和考研阅读中非常常见；"not... until" 结构（虽然这里没有倒装或强调句式，只是直接否定 + until）是典型的时间表达方式；但句子整体较为基础，缺少从句或复杂修饰，代表性中等。

The goal of Professor Goel's virtual assistant next year is to take over answering 40% of all the questions posed by students on the online forum.

第4段，第1句

主系表结构、不定式短语作表语、过去分词后置定语修饰名词，这些都是四六级和考研真题中频繁出现的句式。句子结构典型、贴近真题风格，掌握后可应用于大量同类句型的理解和分析。

It is a robot that can answer students' questions.

第46题，A

主系表结构配限制性定语从句是四六级和考研真题中的高频句式；that 引导定语从句且在从句中作主语是典型用法，掌握后可迁移到大量类似句子；整体结构清晰、无特殊变体，代表性强

It is a high-tech device that revolutionizes teaching.

第46题，C

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式，关系代词 that 在从句中作主语也是高频考点。掌握后可迁移到大量同类句子，具有较高的代表性。

It is a computer program that aids student learning.

第46题，D

主系表结构 + 限制性定语从句是四六级和考研阅读中的高频句式，尤其是 that 引导定语从句修饰表语名词的结构在说明文和科技类文章中极为常见，掌握后可直接迁移到大量真题句型。

Students' questions were too many to handle.

第47题，C

"too...to..." 结构（太.....以至于不能.....）是四六级和考研阅读、翻译中的高频句型，主系表结构也是基础句型之一。本句作为该句型的简洁典型示例，学习后可直接迁移到大量类似句子，具有较强的代表性和实用性。

She turned out to be a great success.

第48题，A

"turn out to be" 是常见的短语动词结构，在考试阅读中经常出现，具有一定代表性，但整句结构过于简单，不如复杂句式那样具有广泛的迁移价值。

They found her not as capable as expected.

第49题，B

本句覆盖主语、谓语、宾语、宾语补足语四个核心成分，尤其宾语补足语采用形容词短语且内嵌比较结构和省略（"as expected" 省略了主语和系动词），是训练宾补识别和比较结构理解的优质例句。成分丰富且含实用易错点。

They could not but admire her knowledge.

第49题，C

本句虽为简单句，但包含主语、谓语（含情态动词与固定搭配）、宾语三大核心成分，且谓语结构"could not but admire"涉及情态动词、否定词、固定搭配与动词原形的组合，可训练学生识别情态动词结构和理解固定搭配在谓语中的作用。对巩固基本句型 and 情态动词用法有一定价值。

They could not tell her from a real person.

第49题，D

情态动词否定句式（could not + 动词原形）以及 "tell A from B" 固定搭配是考试中常见句型，具有一定典型性和复用价值；但简单句结构本身在真题中占比较低，学习迁移空间中等。

HIGH-FREQUENCY · 真题高频词

本篇出现的 45 个英语四级真题高频词

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

online A2

adj. 在线的

本篇10次 · 真题 145 句

assistant A2

n. 助手

本篇8次 · 真题 30 句

professor B1

n. 教授（大学教师的最高职称）

本篇7次 · 真题 105 句

artificial B2

adj. 人造的

本篇5次 · 真题 28 句

virtual B2

adj. 虚拟的 (计算机生成的)

本篇5次 · 真题 11 句

intelligence B2

n. 智力

本篇4次 · 真题 48 句

teaching A2

n. 教学工作; 教书

本篇4次 · 真题 38 句

launch B1

v. 推出

本篇2次 · 真题 39 句

interact B2

v. 相互作用

本篇2次 · 真题 35 句

release B1

v. 释放

本篇2次 · 真题 31 句

handle A2

v. 处理

本篇2次 · 真题 28 句

tech B1

n. 技术

本篇2次 · 真题 14 句

version B1

n. 版本

本篇2次 · 真题 10 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次 · 真题 148 句

design B1

n. 设计

本篇1次 · 真题 132 句

learning A1

n. 学习

本篇1次 · 真题 120 句

support A2

v. 支持

本篇1次 · 真题 118 句

lack B1

v. 缺少

本篇1次 · 真题 115 句

base A2

n. 基础

本篇1次 · 真题 95 句

positive B1

adj. 积极的

本篇1次 · 真题 62 句

device B1

n. 设备

本篇1次·真题 60 句

source B1

n. 来源

本篇1次·真题 50 句

solution B1

n. 解决办法

本篇1次·真题 38 句

being B1

n. 存在

本篇1次·真题 29 句

aid B1

n. 帮助

本篇1次·真题 26 句

platform B1

n. 平台

本篇1次·真题 24 句

enormous B1

adj. 巨大的

本篇1次·真题 21 句

assign B1

v. 分配 (任务、工作)

本篇1次·真题 20 句

capable B1

adj. 有能力的

本篇1次·真题 20 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次·真题 20 句

apart B1

adv. 分开地

本篇1次·真题 19 句

motivation B2

n. 动力

本篇1次·真题 19 句

advanced B2

adj. 先进的

本篇1次·真题 18 句

identity B2

n. 身份

本篇1次·真题 18 句

intelligent B1

adj. 聪明的

本篇1次·真题 18 句

requirement B2

n. 要求

本篇1次·真题 18 句

sufficient B2

adj. 足够的

本篇1次·真题 15 句

freely B1

adv. 自由地

本篇1次·真题 12 句

semester B1

n. 学期 (尤指大学的半学年)

本篇1次·真题 12 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本篇1次·真题 10 句

fade B1

v. 逐渐消失

本篇1次·真题 9 句

overwhelming B2

adj. 压倒性的

本篇1次·真题 9 句

realistic B2

adj. 现实的

本篇1次·真题 9 句

adjustment B2

n. 调整

本篇1次·真题 8 句

remedy B2

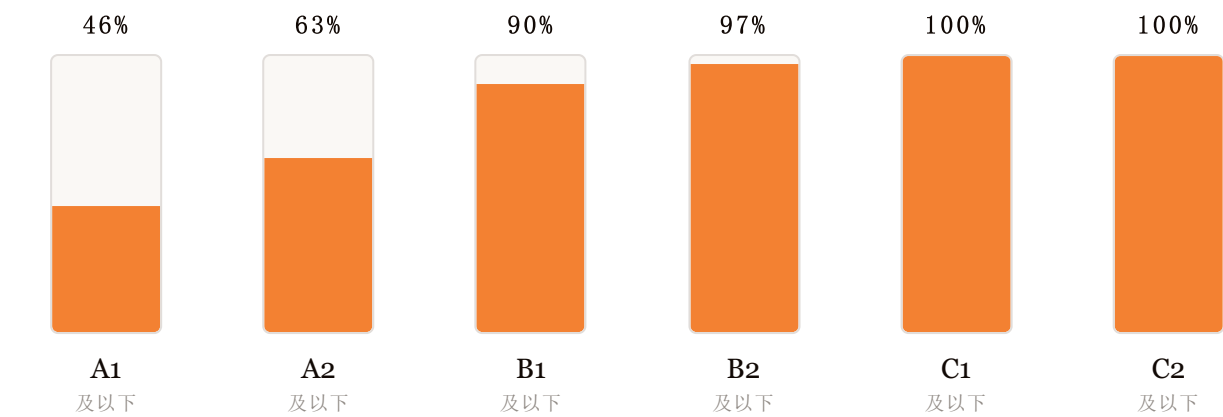
n. 治疗方法

本篇1次·真题 8 句

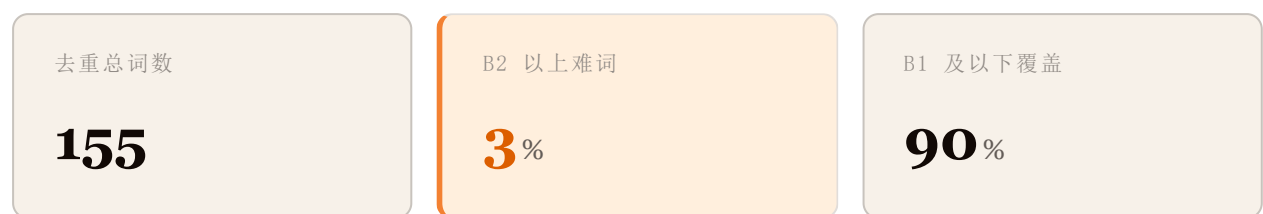
VOCABULARY • 词汇难度分布

全文 155 词按 CEFR 难度累积覆盖

全文去重后共 **155** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 4 个·约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 155 个 · 末柱为 100%



英语四级 2019年12月·第1套 · 全卷构成

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