

四级·真题卷第2套·2020年9月

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on *the use of PowerPoint (PPT) in class*. You can start your essay with the sentence "The use of PowerPoint is becoming increasingly popular in class." 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 2020年9月第1套 共用, 点此查看

Section B

本部分与 2020年9月第1套 共用, 点此查看

Section C

本部分与 2020年9月第1套 共用, 点此查看

Part III Reading Comprehension (40 minutes)

Section A

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

It can be seen from the cheapest budget airlines to the world's largest carriers: Airlines across the globe 26 various shades of blue in their cabin seats, and it is no 27. There does appear to be some psychology behind it. Blue is 28 with the positive qualities of trust, efficiency, quietness, coolness, reflection and calm.

Nigel Goode is a leading aviation designer who works at a company which has been delivering aircraft interiors for airlines for 30 years. "Our job as designers is to reinforce the airline's brand and make it more 29," he says. "But our primary concern is to deliver an interior that 30 comfort to create a pleasant environment."

"It's all about making the traveling experience less 31 and blue is said to induce a feeling of calm. While some of the budget airlines might use brighter, bolder shades, most others go with softened tones. The 32 aim is to create a home-like relaxing feel, so airlines tend to use soft colors that feel domestic, 33 and earthy for that reason."

It's also a trend that emerged decades ago and has 34 stuck. "Blue became the color of choice because it's a conservative, agreeable, corporate shade that 35 being trustworthy and safe. That's why you

see it used in all of the older airlines like British Airways," Nigel Goode added.

- | | |
|----------------|-----------------|
| A) associated | I) maximizes |
| B) coincidence | J) natural |
| C) determined | K) principal |
| D) drastically | L) recognizable |
| E) enormous | M) simply |
| F) imitate | N) stressful |
| G) indication | O) symbolizes |
| H) integrate | |

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**.*

Why Are Asian Americans Missing From Our Textbooks?

- A) I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that "San Francisco" translated to "Gold Mountain" in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I'd have the chance to learn about them.
- B) My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian's hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown. That was it.
- C) I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren't the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?
- D) Our students—Asian, Latino, African American, Native American, and, yes, white—stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.
- E) For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen

to be ethnic—an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced. Most students don't, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don't hear the narratives of how and why Southeast Asian refugees(难民) had to rebuild their lives here.

- F) Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California's history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.
- G) Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. "There hasn't been much progress," says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in stereotypical(模式化的) roles, such as engineers.
- H) Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.
- I) How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it's not so much about the teacher's background, but about training. "You can have a great curriculum but if you don't have teachers dedicated(专注于) to teaching it well," she says, "it won't work as well as you want it to."
- J) Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California. His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages. Wong, a middle school teacher during the school year, hopes he's exposing the students to how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area. "I planted the seeds early," he says. "That's what I'm hoping for."
- K) And, despite setbacks, the tide may finally be turning. California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at their high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.

36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school classrooms.
37. Little information can be found about Chinese immigrants in the author's school library.
38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.
39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.
40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.
41. Students of ethnic backgrounds learn better from a multicultural curriculum.
42. Now more and more high schools in America are including ethnic studies in their curriculums.
43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.
44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.
45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

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.

When was cleaning a crime? When you're doing it to create art, obviously. A number of street artists around the world have started expressing themselves through a practice known as reverse graffiti(涂鸦). They find dirty surfaces and paint them with images or messages using cleaning brushes or pressure hoses(高压水管). Either way, it's the same principle: the image is made by cleaning away the dirt. Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities. The UK's Paul Curtis, better known as Moose, operates around Leeds and London and has been commissioned by a number of companies to make reverse graffiti advertisements.

Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt. Made up of a series of white skulls(颅骨), the painting reminds drivers of the effect their pollution is having on the planet. "Every motorist sits in the comfort of their car, but they don't give any consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of both types of property: public and private. This was what Leeds

City Council said about Moose's work: "Leeds residents want to live in clean and attractive neighbourhoods. We view this kind of advertising as environmental damage and will take strong action against it." Moose was ordered to "clean up his act." How was he supposed to do this: by making all property he had cleaned dirty again?

As for the Brazilian artist's work, the authorities were annoyed but could find nothing to charge him with. They had no other option but to clean the tunnel—but only the parts Alexandre had already cleaned. The artist merely continued his campaign on the other side. The city officials then decided to take drastic action. They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

46. What do we learn from the passage about reverse graffiti?

- A) It uses paint to create anti-pollution images.
- B) It creates a lot of trouble for local residents.
- C) It causes lots of distraction to drivers.
- D) It turns dirty walls into artistic works.

47. What do reverse graffiti artists try to do?

- A) Publicise their artistic pursuit.
- B) Beautify the city environment.
- C) Raise public awareness of environmental pollution.
- D) Express their dissatisfaction with local governments.

48. What do we learn about Brazilian artist Alexandre Orion?

- A) He was good at painting white skulls.
- B) He chose tunnels to do his graffiti art.
- C) He suggested banning all polluting cars.
- D) He was fond of doing creative artworks.

49. What does the author imply about Leeds City Council's decision?

- A) It is simply absurd.
- B) It is well-informed.
- C) It is rather unexpected.
- D) It is quite sensible.

50. How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti?

- A) They made him clean all the tunnels in Sao Paulo.
- B) They took drastic action to ban all reverse graffiti.
- C) They charged him with polluting tunnels in the city.
- D) They made it impossible for him to practice his art.

Passage Two

Questions 51 to 55 are based on the following passage.

The practice of paying children an allowance became popular in America about 100 years ago. Nowadays, American kids on average receive about \$800 per year in allowance. But the vast majority of American parents who pay allowance tie it to the completion of housework. Although many parents believe that paying an

allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal. In fact, the way chores work in many households worldwide points to another way.

Suniya Luthar, a psychologist, is against paying kids for chores. Luthar is not opposed to giving allowances, but she thinks it's important to establish that chores are done not because they will lead to payment, but because they keep the household running. Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about. Kids should do chores, he writes, "for the same reason adults do, because the chores need to be done, and not with the expectation of compensation."

This argument has its critics, but considering the way chores are undertaken around the world may change people's thinking. Professor David Lancy of Utah State University has studied how families around the world handle chores. At about 18 months of age, Lancy says, most children become eager to help their parents, and in many cultures, they begin helping with housework at that age. They begin with very simple tasks, but their responsibilities gradually increase. And they do these tasks without payment. Lancy contrasts this with what happens in America. "We deny our children's bids to help until they are 6 or 7 years old," Lancy says, "when many have lost the desire to help and then try to motivate them with payment. The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it."

51. What do some experts think about paying children for doing chores?

- A) It may benefit children in more ways than one.
- B) It may help children learn the worth of labor.
- C) It may not turn out to be the best thing to do.
- D) It may not be accepted by low-income parents.

52. According to Suniya Luthar, doing chores will help children learn to ____.

- A) share family responsibilities
- B) appreciate the value of work
- C) cultivate the spirit of independence
- D) manage domestic affairs themselves

53. What does Ron Lieber think should be the goal of giving children allowances?

- A) To help to strengthen family ties.
- B) To teach them how to manage money.
- C) To motivate them to do more housework.
- D) To show parents' appreciation of their help.

54. What does David Lancy say about 18-month-olds?

- A) They have a natural instinct to help around the house.
- B) They are too young to request money for what they do.
- C) They should learn to understand family responsibilities.
- D) They need a little incentive to get involved in housework.

55. What does David Lancy advise American parents to do?

- A) Set a good example for children in doing housework.
- B) Make children do housework without compensation.
- C) Teach children how to do housework.
- D) Accept children's early bids to help.

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**.*

茶拥有5000年的历史。传说，神农氏(Shen Nong)喝开水时，几片野树叶子落进壶里开水顿时散发出宜人的香味。他喝了几口，觉得很提神。茶就这样发现了。自此，茶在中国开始流行。茶园遍布全国，茶商变得富有。昂贵、雅致的茶具成了地位的象征。今天，茶不仅是一种健康的饮品，而且是中国文化的一个组成部分。越来越多的国际游客一边品茶，一边了解中国文化。

2020年9月·第2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2020年9月·第2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2套(2020-09) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay on *the use of PowerPoint (PPT)* in class. You can start your essay with the sentence “The use of PowerPoint is becoming increasingly popular in class.” You should write at least 120 words but no more than 180 words.

【参考范文·158词】 写作无唯一标准答案，以下为达标示范

The use of PowerPoint is becoming increasingly popular in class. Walk into almost any lecture hall today, and you will find teachers clicking through colorful slides instead of writing on the blackboard. This shift has clearly changed the way knowledge is delivered.

On the one hand, PowerPoint brings obvious benefits. Vivid pictures, charts and animations make abstract points easier to grasp, and teachers save the time once spent on writing, so more content can be covered in one lesson. However, the tool also has its drawbacks. Some teachers simply read the slides word by word, turning a lively lecture into dull reading, while fast-changing pages leave students little time to think or ask questions.

In my view, PowerPoint itself is neither good nor bad; what matters is how we use it. Teachers should treat slides as a helpful aid rather than a script, and keep real interaction with students. Only in this way can technology truly serve learning.

【参考译文】

在课堂上使用 PowerPoint 正变得越来越普遍。今天走进几乎任何一间教室，你都会看到老师点着一张张彩色幻灯片，而不再往黑板上写字。这一转变明显改变了知识传递的方式。

一方面，PowerPoint 带来了显而易见的好处。生动的图片、图表和动画让抽象的知识点更容易理解，老师也省下了原本用于板书的时间，因而一节课能讲授更多内容。然而，这一工具也有它的弊端。有些老师只是照着幻灯片逐字念，把一堂生动的课变成枯燥的念读；而翻页过快也让学生几乎没有时间去思考或提问。

在我看来，PowerPoint 本身无所谓好坏，关键在于我们怎么用它。老师应当把幻灯片当作有益的辅助，而不是讲稿，并保持与学生真实的互动。唯有如此，技术才能真正服务于学习。

【第1段】首句原样开篇 + 描现象。第一句 'The use of PowerPoint is becoming increasingly popular in class.' 逐字照抄题给首句，落实了'照抄首句开篇'句架；随后 'Walk into almost any lecture hall today, and you will find...' 用可视画面把'越来越普及'具象化，'This shift has clearly changed...' 埋下'这转变有利有弊'的伏笔，完成引出现象 + 亮态度的功能。

【第2段】两面分点各配例。'On the one hand, PowerPoint brings obvious benefits' 领起优点面，'Vivid pictures... so more content can be covered' 给出直观与省时两个理由；'However, the tool also has its drawbacks' 干净转折，'Some teachers simply read the slides word by word, turning a lively lecture into dull reading' 用具体做法 + 后果举证问题面，兑现'两面分点各给例'。

【第3段】表态 + 建议收束。'PowerPoint itself is neither good nor bad; what matters is how we use it' 重申工具中性的中心立场，'Teachers should treat slides as a helpful aid rather than a script' 给出可操作建议，末句倒装 'Only in this way can technology truly serve learning' 有力收尾，落实'回扣中心提建议'。

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

评说课堂用PPT

任务动词加对象是 write an essay on the use of PowerPoint (PPT) in class，注意关键词是 essay（议论短文）而非说明，写的是'对课堂用 PPT 这件事的看法'，不是'PPT 是什么、怎么操作'。同时这是首句续写题——You can start your essay with the sentence，给定的那句必须原样当开头。一句话钉死：就课堂使用 PPT 这一现象亮出你的评价并论证。

读者 • 语域

面向阅卷人正式书面语

本题是纯议论大作文，没有指定收信人或具体读者，因此不需要称呼、落款，也别硬加'Dear...'。语域按'面向阅卷人的正式书面语'处理即可：用完整句、正式词汇，避免 gonna、a lot of 这类口语和缩写，通篇保持客观议论的口吻。

中心立意

工具中性关键在用法

本篇中心论点：PPT 本身无所谓好坏，用得好是助力、用得滥成累赘，关键在于怎么用。题目要求 write an essay on the use of PowerPoint (PPT) in class，这个‘辩证但有落点’的立场既能覆盖利弊两面，又能自然导出结尾的建议，比单纯‘PPT 很好’更有论证空间。

要展开的要点

1. 优点：直观省时

第一块支撑写好处：图片、图表、动画让抽象知识点变直观易懂；老师省下板书时间，一节课能讲更多内容、信息量更大。这对应四级考生熟悉的课堂场景，好举例。

2. 弊端：照本宣科少互动

第二块支撑写潜在问题：有的老师照着幻灯片逐字念，把生动的课变成枯燥的念稿；翻页太快，学生来不及思考和提问，师生互动反而减少。

3. 态度：善用而非依赖

第三块落到我的态度与建议：把 PPT 当辅助工具而不是讲稿，保留真实的师生互动，让技术真正服务于学习。这一块收束全文，呼应 You should write at least 120 words but no more than 180 words 之内的完整表态。

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 照抄首句 + 亮态度

原样搬题给首句引出‘课堂 PPT 越来越普及’这一现象，再补一句把现象说具体，段末隐含或点出全文立场，为下文定调。

第 2 段 两面分析利弊

主体段，一面写 PPT 的优点（直观、省时、信息量大）并举例，用转折词转到另一面写潜在问题（照本宣科、师生互动减少），构成对比论证。

第 3 段 重申立场给建议

结论段，明确表态‘工具中性、关键在用法’，给出具体建议（把 PPT 当辅助、保留互动），一句话收束全文。

第 1 段 抄首句 + 描普及画面

首句照抄 The use of PowerPoint is becoming increasingly popular in class., 随后补写：如今走进几乎任何一间教室，都能看到老师点着彩色幻灯片代替板书，这一转变改变了知识传递的方式，为下文‘这转变是好是坏’铺路。

照抄首句开篇 · 第一句原样搬题目给定句，一字不动，标点也照旧；这类首句续写题的句架就是‘把题给句当第 1 句，紧跟一句自己的补充’。

现象具象化句架 · ‘Walk into almost any ____ today, and you will find ____.’ 用一个可视画面把抽象的‘越来越普遍’落地，空位填本题的教室/老师点幻灯片。

第 2 段 优点省时直观 / 弊端念稿少互动

优点面：生动的图片图表让抽象知识点更好懂，老师省下板书时间、一节课能覆盖更多内容；问题面：有的老师照着幻灯片逐字念，把生动的课上成枯燥的念读，翻页太快也让学生来不及思考提问，师生互动被削弱。

一面领起 · ‘On the one hand, ____ brings obvious benefits.’ 先亮出这一面的总观点，再展开，空位填 PowerPoint / 这项工具。

让步转折过渡 · ‘However, the tool also has its drawbacks.’ 用 However 把段落从优点面干净地转到问题面，是两面论证的枢纽句架。

举例支撑 · ‘Some teachers simply ____, turning ____ into ____.’ 用一个典型做法 + 它造成的后果来举证，空位填照本宣科、把生动课变枯燥。

第3段 表态工具中性 + 给建议

明确表态：PPT 本身无所谓好坏，关键在使用者；建议老师把幻灯片当辅助工具而非讲稿，保持真实的师生互动，最后一句强调唯有如此技术才能真正服务学习，收束全篇。

亮明立场 · 'In my view, ____ is neither good nor bad; what matters is how we use it.' 辩证收束的立场句架，空位填 PowerPoint。

给出建议 · 'Teachers should treat ____ as a helpful aid rather than a ____.' 用 rather than 把'该怎样'和'不该怎样'对照出来，空位填幻灯片、讲稿。

强调式收尾 · 'Only in this way can ____ truly serve ____.' 倒装强调句收尾，语气有力，空位填技术、学习。

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

紧扣PPT且有观点

本题要 write an essay on the use of PowerPoint (PPT) in class, 达标要点是全程围绕'课堂用 PPT'展开、并且有明确评价（工具中性、关键在用法）；最易失分处是只描述 PPT 功能不表态，写成说明文。

结构连贯

三段清晰过渡到位

达标要点：引出一分析一结论三段功能分明，用 On the one hand / However / In my view 显性衔接；易失分处是主体段两面之间不用转折词，优点缺点糊成一团。

语言准确

句式有变化少低级错

达标要点：一般现在时贯穿议论，主体段用上让步转折、结尾用一处倒装（Only in this way can...）让句式有变化；易失分处是中式英语逐字直译，如把'省时间'硬译成 save many time。

字数格式

首句照抄且落在区间

本题硬约束是 You should write at least 120 words but no more than 180 words, 且首句必须原样作开头; 达标要点是三段控在区间内、首句一字不改, 最易失分处是首句被改写或字数超/欠。

典型低分写法 · 反面示例与改法

改写首句

反面示例: 开头写成 'Nowadays PowerPoint is more and more popular in class.'——擅自改写了题给首句, 直接判偏题。修正: 第一句原样照抄 'The use of PowerPoint is becoming increasingly popular in class.', 一字不动。

只描述不评论

反面示例: 'PowerPoint can show pictures. Teachers insert text and images. Students look at the screen.'——只在罗列 PPT 怎么用, 没有观点。修正: 'Vivid slides make abstract points easier to grasp, but teachers who simply read them word by word turn a lively lecture into dull reading.'——把描述升级为带评价的论证。

万能套话开头

反面示例: 'With the rapid development of society, more and more things have changed a lot in our daily life.'——空洞且离题。修正: 删去, 直接以照抄的首句开篇, 第二句紧跟本题的教室画面。

逐字硬翻

反面示例: 'PowerPoint can let teacher save many blackboard-writing time.'——let 后缺冠词、many 修饰不可数、搭配生硬。修正: 'PowerPoint saves teachers the time once spent on writing.'

英语四级 2020年9月·第2套 · 全卷构成

Part I 写作

本题

Part II 听力

[与2020年9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 →](#)

2020年9月·第2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2020年9月·第2套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2020-09) • 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.

It can be seen from the cheapest budget airlines to the world's largest carriers: Airlines across the globe 26 various shades of blue in their cabin seats, and it is no 27 . There does appear to be some psychology behind it. Blue is 28 with the positive qualities of trust, efficiency, quietness, coolness, reflection and calm.

从最廉价的低成本航空公司到世界上最大的航空公司都可以看到：全球各地的航空公司在其客舱座椅中融入了各种深浅不一的蓝色,这并非巧合。这背后确实似乎存在一些心理学原理。蓝色与信任、效率、安静、凉爽、沉思和平静等积极品质相关联。

Nigel Goode is a leading aviation designer who works at a company which has been delivering aircraft interiors for airlines for 30 years. "Our job as designers is to reinforce the airline's brand and make it more 29 ," he says. "But our primary concern is to deliver an interior that 30 comfort to create a pleasant environment."

Nigel Goode是一位领先的航空设计师,就职于一家为航空公司提供飞机内饰已有30年历史的公司。他说:"我们作为设计师的工作是强化航空公司的品牌并使其更具辨识度。但我们的首要关注点是提供一个能最大限度提升舒适度的内饰,以创造一个令人愉悦的环境。"

"It's all about making the traveling experience less 31 and blue is said to induce a feeling of calm. While some of the budget airlines might use brighter, bolder shades, most others go with softened tones. The 32 aim is to create a home-like relaxing feel, so airlines tend to use soft colors that feel domestic, 33 and earthy for that reason."

"这完全是为了让旅行体验压力更小,而蓝色据说能诱发平静的感觉。虽然一些低成本航空公司可能会使用更明亮、更大胆的色调,但大多数其他航空公司会选择柔和的色调。主要目的是营造一种家一般的放松感,

因此航空公司倾向于使用柔和的颜色,这些颜色给人以居家、自然和朴实的感觉。"

It's also a trend that emerged decades ago and has 34 stuck. "Blue became the color of choice because it's a conservative, agreeable, corporate shade that 35 being trustworthy and safe. That's why you see it used in all of the older airlines like British Airways," Nigel Goode added.

这也是几十年前出现并一直延续至今的趋势。Nigel Goode补充道:"蓝色成为首选颜色,是因为它是一种保守、令人愉悦的企业色调,象征着值得信赖和安全。这就是为什么你会看到它被用于所有老牌航空公司,如英国航空公司。"

- | | |
|----------------|-----------------|
| A) associated | I) maximizes |
| B) coincidence | J) natural |
| C) determined | K) principal |
| D) drastically | L) recognizable |
| E) enormous | M) simply |
| F) imitate | N) stressful |
| G) indication | O) symbolizes |
| H) integrate | |

26. Airlines across the globe __(26)__ various shades of blue in their cabin seats

【答案】 **H) integrate** (动词)

【词性槽】 主语后缺谓语动词

【依据】 **integrate ... in** 表"把.....融入/采用", 与"在机舱座椅中采用各种蓝色"贴合

integrate various shades of blue in their cabin seats 意为"在机舱座椅中融入/采用各种蓝色调", 与下句 and it is no __(27)__ 接的"这并非巧合"逻辑成立。

【竞争词】 F) imitate "模仿各种蓝色"语义荒谬

imitate 意为"模仿", 对象通常是行为/风格/某人, 把 various shades of blue 当模仿对象既不合逻辑, 也与全文"航司主动选用蓝色"的主旨相悖。

27. and it is no __(27)__

【答案】 **B) coincidence** (名词)

【词性槽】 no 后接名词的固定结构

【依据】 **no coincidence** 是固定搭配, 呼应后句的心理學理由

下一句 There does appear to be some psychology behind it 明确说航空公司选蓝色背后有心理学原因, 所以前一句要表达"这并非巧合", 正是 it is no coincidence 的固定表达。

【竞争词】 G) indication 搭配与逻辑均不通

indication 意为"迹象、暗示", 常用 an indication of/that, 不与 no 构成定式表达。若填 no indication, 意为"没有任何迹象", 与紧接其后的 There does appear to be some psychology behind it 逻辑相反。

28. Blue is __(28)__ with the positive qualities of trust, efficiency, quietness, coolness, reflection and calm

【答案】 **A) associated** (形容词)

【词性槽】 be + __ + with 的过去分词形容词

【依据】 **be associated with 是英语标准搭配，表"与.....相关"**

Blue is associated with the positive qualities ... = "蓝色与信任、效率、安静等积极品质相关"，直接对应全文心理学解释——颜色与情绪/特质的关联。

【竞争词】 **c) determined be determined with 不成立的搭配，语义也别扭**

determined 作过去分词多用 determined by (由.....决定)，作形容词义为"坚定的"，与 with 后接的 trust、efficiency 等品质组不出意思通顺的句子。

29. reinforce the airline's brand and make it more __(29)___

【答案】 **L) recognizable** (形容词)

【词性槽】 make + 宾语 + __ 宾补位填形容词

【依据】 **强化品牌就是让品牌更易识别**

上文 Our job as designers is to reinforce the airline's brand 明确说"我们的工作强化航司品牌"，强化品牌的直接结果就是"让它更可识别 (more recognizable)"，逻辑链紧凑。

【竞争词】 **E) enormous "让品牌更巨大"在英语里不自然**

enormous 形容体量/规模，搭品牌不形成英语里的惯用表达，也与"强化品牌识别度"的真实业务目标不符。

J) natural 和品牌强化关系弱，且占位与 33 题冲突

natural 与 reinforce the brand 主题不贴；且 domestic, __(33)__ and earthy 处与 domestic、earthy 并列描述柔和色调，natural 在 33 题契合度高得多，应让给 33。

30. deliver an interior that __(30)___ comfort to create a pleasant environment

【答案】 **I) maximizes** (动词)

【词性槽】 定语从句里第三人称单数主语后的谓语

【依据】 **maximizes comfort 是常见搭配，与"营造愉悦环境"一致**

maximizes comfort = "最大化舒适度"，与后续目的状语 to create a pleasant environment 形成因果链：把舒适做到最大，从而营造愉悦的环境。

【竞争词】 **O) symbolizes "内饰象征舒适"语义牵强**

symbolize 意为"象征"，其宾语通常是抽象概念被某具体事物代表，本句要表达的是机舱内饰实实在在地"提供/最大化"舒适，而非"象征"舒适；并且 symbolizes 与下文"营造愉悦环境"的因果逻辑薄弱。

31. making the traveling experience less __(31)___

【答案】 **N) stressful** (形容词)

【词性槽】 make + 名词 + ___ 中比较级 less 修饰形容词

【依据】 **less stressful 与下句"蓝色让人平静"完美呼应**

紧随其后是 blue is said to induce a feeling of calm, 蓝色诱发平静感, 正是为了减少紧张感; less stressful = 更少压力, 与 calm 形成同义呼应, 逻辑严丝合缝。

【竞争词】 **E) enormous 词义偏"巨大", 与本句焦点无关**

enormous 强调体量大, 谈飞行体验"less enormous"既不通顺, 也无法与下句 calm 形成对照。

J) natural 占位与第 33 空冲突

natural 在第 33 空与 domestic、earthy 并列形容"家一般的柔和色调", 搭配契合度远高于本空; 本空若用 natural, less natural (更少自然感) 反而是负向, 与航空公司想营造的氛围相反。

L) recognizable 词义指向品牌识别, 与本句"乘机体验"无关

recognizable 意为"易识别的", 更适合配合品牌 (见 29 题语境), 与 less ___ 描写乘机感受不搭。

【易错】最具迷惑性的错误词是 **J)** —— 把 natural 误填到 31, 又导致 33 没词可用。考生若按题号顺序做题, 做到 making the traveling experience less __(31)___ 时只看本句容易选 natural (less natural 看似也通), 但下文 domestic, __(33)___ and earthy 需要 natural 与 domestic、earthy 并列, 且 31 应承接下句 calm 的反向呼应, 正确答案是 stressful。防坑: 先做 33 题的并列锁定 natural, 再回头解 31。

32. The __(32)___ aim is to create a home-like relaxing feel

【答案】 **K) principal** (形容词)

【词性槽】 定冠词 The 后 + ___ + aim 中定语位

【依据】 **principal aim = 主要目的, 是常见英语搭配**

principal 作形容词意为"主要的", principal aim/principal reason 是英语中固定的高频搭配, 与下文 to create a home-like relaxing feel 直接挂钩——"主要目的是营造家一般的放松感"。

33. soft colors that feel domestic, __(33)__ and earthy

【答案】 **J) natural** (形容词)

【词性槽】 三个并列形容词中间位

【依据】 与 domestic、earthy 同属"家用自然柔和"语义场

domestic (居家的)、earthy (朴实的、大地感的) 都带"自然、亲近、柔和"色彩, natural (自然的) 与之同向并列, 构成排比, 正好呼应前句 create a home-like relaxing feel。

34. has __(34)__ stuck

【答案】 **M) simply** (副词)

【词性槽】 助动词 has 与过去分词 stuck 之间填副词

【依据】 "就这么沿用下来"贴合"几十年前形成并延续至今"的语义

本句 It's also a trend that emerged decades ago and has __(34)__ stuck 强调这种用蓝色的趋势出现得早、之后就"自然而然"地保留下来; simply stuck 表达"就这么固定下来了"的语气, 自然平实。

【竞争词】 D) drastically 程度过强, 与"沿袭"的语气冲突

drastically 意为"剧烈地、彻底地", 多用于描述剧烈变化 (drastically changed/dropped), 而 stuck 表"固定不变", 二者在程度与方向上互相矛盾。

35. a conservative, agreeable, corporate shade that __(35)__ being trustworthy and safe

【答案】 **O) symbolizes** (动词)

【词性槽】 定语从句中单数先行词 shade 后的三单谓语

【依据】 颜色象征某种品质是英语里的典型表达

symbolize being trustworthy and safe = "象征值得信任与安全", 与全段"蓝色被选作品牌色"主旨吻合: 颜色之所以被选, 正因为它能在视觉上象征积极特质。

【易错】 最具迷惑性的错误词是 I) —— 三单动词混淆, 把 maximizes 误填到 35。maximizes 与 symbolizes 同为三单及物动词, 若先做 35 题再做 30 题, 考生可能在 a conservative ... shade that __(35)__ being trustworthy and safe 处填 maximizes, 导致 30 题反过来选 symbolizes, 整个段落语义崩盘。防坑: 30 题的 maximize comfort 是更稳定的固定搭配, 应先用过即划, 35 题自然只剩 symbolizes。

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) **associated** 动词 形容词

(过去分词/形容词) 相关联的; be associated with = 与.....有关

用于第 28 空

B) **coincidence** 名词

巧合; no coincidence = 并非偶然

用于第 27 空

C) **determined** 动词 形容词

决定; 坚定的

干扰词 · 未选用

D) **drastically** 副词

剧烈地、彻底地

干扰词 · 未选用

E) **enormous** 形容词

巨大的

干扰词 · 未选用

F) **imitate** 动词

模仿

干扰词 · 未选用

G) **indication** 名词

迹象、暗示

干扰词 · 未选用

H) **integrate** 动词

整合、融入

用于第 26 空

I) **maximizes** 动词

(第三人称单数) 使最大化

用于第 30 空

J) **natural** 形容词

自然的、天然的

用于第 33 空

K) **principal** 形容词 名词

主要的; 校长/本金

用于第 32 空

L) **recognizable** 形容词

可识别的、易辨认的

用于第 29 空

M) **simply** 副词

简单地; 干脆地; 就是

用于第 34 空

N) **stressful** 形容词

充满压力的、令人紧张的

用于第 31 空

O) **symbolizes** 动词

(第三人称单数) 象征

用于第 35 空

全文主旨

航空公司偏爱蓝色座椅的心理学缘由

全文围绕航空业普遍选用蓝色机舱座椅这一现象展开，开篇即点题 Airlines across the globe __ (26) __ various shades of blue in their cabin seats, and it is no __ (27) __, 并由资深航空设计师 Nigel Goode 解释：蓝色与信任、安静、平和等积极心理特质相关，能营造放松、家一般的乘机环境。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

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

C) **determined** 最像 28 题答案的过去分词干扰

和 associated 同为过去分词形态，考生若不记得 be associated with 这一固定搭配，可能误以为 Blue is __ (28) __ with the positive qualities of trust 可以填 determined。识破方法：be determined 后常接 by 或 to do，不接 with + 抽象品质列表。

D) **drastically** 最像 34 题答案的副词干扰

drastically 是词库中仅有的另一个副词，与 simply 同样夹在助动词 has 与 stuck 之间在语法上完全合规，但程度太重——has __ (34) __ stuck 描述“沿袭/坚持”的语气温和，配 drastically（剧烈地）反向。识破方法：看动词 stuck 表稳定/不变，副词也得是稳定温和的。

E) **enormous** 最像 29 题答案的形容词干扰

enormous 词性与 recognizable 同为形容词，看似可以放进 make it more __ (29) __ 形容品牌“巨大”。识破方法：紧贴上文 reinforce the airline's brand 的真实目的是提高识别度而非体量，故应选 recognizable。

F) **imitate** 最像 26 题答案的动词原形干扰

imitate 与 integrate 都是动词原形，配复数主语 Airlines 在形态上同样合规。识破方法：把宾语 various shades of blue 代入——“模仿各种蓝色”在常识上荒谬，而“采用/融入各种蓝色”才符合“航空公司主动选择颜色”的全文主旨。

G) **indication** 最像 27 题答案的名词干扰

indication 与 coincidence 同为名词，紧跟 no 在语法上都能接受。识破方法：no indication 意为“没有迹象”，会和紧接下文 There does appear to be some psychology behind it 的肯定语气相互矛盾，而 no coincidence（非偶然）则与之顺接。

SENTENCE INSIGHTS • 句子精讲

2 句真题句逐层精讲

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

The principal aim is to create a home-like relaxing feel, so airlines tend to use soft colors that feel domestic, natural and earthy for that reason.

第3段，第3句

本句的结构在四六级和考研阅读中非常典型：两个主句用 so 连接表达因果关系，第二个主句中宾语带限制性定语从句修饰，这是常见的复合句模式。并列连词引导因果逻辑、定语从句紧跟名词进行限定，这类句式在真题中反复出现。掌握本句结构后，学生可以迁移到大量类似句子，如 because/since 引导原因、so/therefore 引出结果、定语从句修饰关键名词等模式，代表性强。

"Blue became the color of choice because it's a conservative, agreeable, corporate shade that symbolizes being trustworthy and safe. That's why you see it used in all of the older airlines like British Airways," Nigel Goode added.

第4段，第2句

本句成分丰富且覆盖多个易错点：引述主句的宾语是整段引语、原因状语从句、限制性定语从句、表语从句、感官动词的复合宾语结构，以及多处形容词和介词短语作定语、状语。学生可以通过本句练习识别从句充当的句子成分、定位嵌套从句的边界、区分定语从句与同位语从句等高频考点。

HIGH-FREQUENCY • 真题高频词

本篇出现的 32 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。

shade B1

n. 阴凉处

本篇3次·真题11句

budget B1

n. 预算

本篇2次·真题45句

deliver B1

v. 递送, 运送 (货物、信件等)

本篇2次·真题41句

designer B1

n. 设计师

本篇2次·真题24句

calm B1

adj. 平静的

本篇2次·真题14句

interior B2

n. 内部

本篇2次·真题11句

less A1

det. 较少的

本篇1次·真题224句

tend B1

v. 倾向于, 往往会

本篇1次·真题137句

quality A2

n. 质量

本篇1次·真题100句

decade B1

n. 十年

本篇1次·真题99句

simply B1

adv. 仅仅, 只不过

本篇1次·真题90句

concern B1

v. 涉及

本篇1次·真题79句

positive B1

adj. 积极的

本篇1次·真题62句

various B1

adj. 各种各样的

本篇1次·真题52句

associate B2

v. 联系

本篇1次·真题45句

trend B1

n. 趋势

本篇1次·真题44句

aim

B1

v. 瞄准

本篇1次·真题 38 句

brand

B1

n. 品牌, 商标

本篇1次·真题 27 句

efficiency

B2

n. 效率

本篇1次·真题 20 句

corporate

B2

adj. 公司的

本篇1次·真题 18 句

emerge

B2

v. 出现;浮现

本篇1次·真题 18 句

aircraft

B1

n. 飞行器

本篇1次·真题 17 句

comfort

B1

n. 舒适

本篇1次·真题 15 句

domestic

B2

adj. 国内的

本篇1次·真题 13 句

psychology

B2

n. 心理学

本篇1次·真题 11 句

induce

C1

v. 诱导

本篇1次·真题 10 句

integrate

C1

v. 使融入

本篇1次·真题 9 句

maximize

B2

v. 使最大化

本篇1次·真题 9 句

principal

B2

adj. 主要的

本篇1次·真题 9 句

tone

B1

n. 语气, 口气

本篇1次·真题 9 句

bold

B1

adj. 勇敢的, 大胆的

本篇1次·真题 8 句

stressful

B1

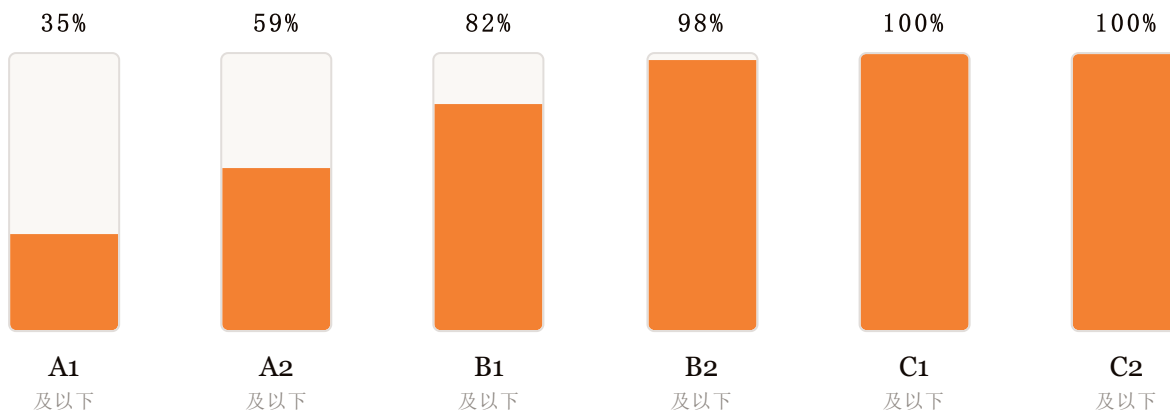
adj. 压力大的

本篇1次·真题 8 句

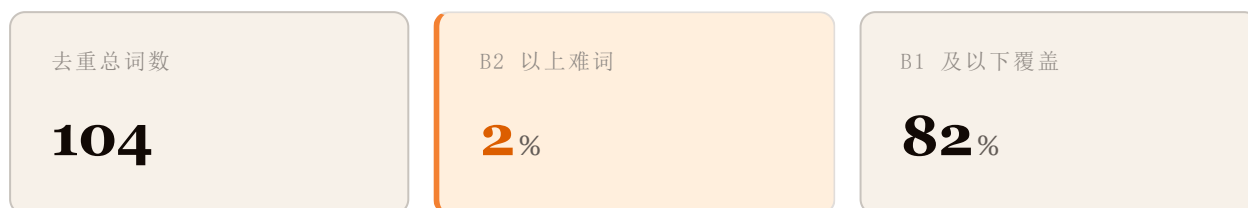
VOCABULARY · 词汇难度分布

全文 104 词按 CEFR 难度累积覆盖

带空短文去重后共 **104** 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 2 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 104 个·末柱为 100%



英语四级 2020年9月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年9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 →

2020年9月·第2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2020年9月·第2套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 11 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2020-09)·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**.

Why Are Asian Americans Missing From Our Textbooks?

A) I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that "San Francisco" translated to "Gold Mountain" in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I'd have the chance to learn about them.

我依然记得我四年级时的社会研究项目。我们班正在学习淘金热,这是所有加利福尼亚州四年级学生都会学习的内容。我很兴奋,因为我申请研究那个时代的中国移民。我在旧金山湾区长大,一直都知道"San Francisco"在中文里翻译为"金山"。自从中国移民在19世纪50年代抵达北加利福尼亚海岸、渴望在金矿碰碰运气以来,这个名字就一直沿用至今。现在我终于有机会了解他们了。

B) My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian's hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown. That was it.

我的兴奋很快消退了。我记得和班级一起去图书馆并寻求帮助。我记得图书管理员的犹豫。她最后带着我穿过一排又一排的书架,来到图书馆的一个角落,从书架上抽出一本大开本的书。她查看了索引,翻到关于加利福尼亚早期中国移民的一页。这就是我整个学校图书馆的全部相关资料——而这所学校位于旧金山,美国第一个唐人街的所在地。就这些了。

- C) I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren't the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?

我终于有机会了解像我这样的亚裔美国人,以及我们如何成为美国社会组成部分,那是在我上大学时选修了一门亚裔美国史入门课程。这门课令我大开眼界。我意识到在成长过程中我的教科书遗漏了多少内容。我的身份认同是在多年从未阅读、看到、听到或学习过与我有相似背景的人的经历中形成的。我想知道,为什么亚裔美国人的故事、历史和贡献没有在K-12学校教授,尤其是在小学?为什么它们至今仍未被教授?

- D) Our students—Asian, Latino, African American, Native American, and, yes, white—stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.

我们的学生——亚裔、拉丁裔、非洲裔美国人、美洲原住民,以及没错,白人学生——都能从多元文化课程中受益。有色人种学生在课程中看到自己时,参与度更高,成绩也更好。研究还发现,白人学生通过接受挑战和接触新视角也能受益。

- E) For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced. Most students don't, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don't hear the narratives of how and why Southeast Asian refugees(难民) had to rebuild their lives here.

几十年来,活动人士一直呼吁学校提供反种族主义或多元文化课程。然而,传统的美国K-12课程仍然从欧洲中心主义视角进行教授。多元文化往往退化为将有色人种儿童编入照片中,或创造几个恰好是少数族裔的配角人物——这是一种改进,但仍然流于表面。小学教室庆祝文化节日——农历新年!红包!舞狮!——但它们很快就掩饰了亚裔美国人面临的挑战和不公。例如,大多数学生没有了解到多年来禁止亚洲人移民美国的法律。他们没有听到关于东南亚难民如何以及为何必须在这里重建生活的叙述。

- F) Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California's history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.

对学生在学校学习内容的研究发现,他们的学习中遗漏了多少东西。在一项分析中,加州州立大学蒙特雷湾分校专业研究学院教授Christine Sleeter审查了加利福尼亚的历史和社会研究框架,这是由州教育工

作者确定的、影响K-12课堂教学内容的课程。在推荐学习的近100名美国人中,77%是白人,18%是非裔美国人,4%是美洲原住民,1%是拉丁裔。没有一个是亚裔美国人。

- G) Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. "There hasn't been much progress," says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in stereotypical(模式化的) roles, such as engineers.

更糟糕的是,当亚裔美国人确实出现在课本中时,往往充满问题。"没有取得多少进展,"大都会州立大学助理教授Nicholas Hartlep说。他2016年对K-12社会研究教科书和教师手册的研究发现,亚裔美国人往好了说是代表性不足,往坏了说是遭受种族主义式的拙劣模仿。亚裔美国人的广泛多样性被忽视了;例如,很少提及南亚裔或太平洋岛民。而且很可能,在图像中,亚裔美国人以模式化的角色出现,比如工程师。

- H) Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

具有多元文化背景或培训的教师或许可以克服这些课程挑战,但这样的教师少之又少。在加利福尼亚,65%的K-12教师是白人,而学生群体中75%是有色人种学生。在全国范围内,这一差距甚至更大。教师与学生拥有相同的种族或族裔背景并非必要条件,但这种不平衡带来了挑战,从潜在的无意识偏见到在讨论种族和文化时缺乏知识或感到不自在。

- I) How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it's not so much about the teacher's background, but about training. "You can have a great curriculum but if you don't have teachers dedicated(专注于) to teaching it well," she says, "it won't work as well as you want it to."

旧金山州立大学亚裔美国研究教授Allyson Tintiangco-Cubales说,种族和族裔如何被教授至关重要。她补充说,这不太关乎教师的背景,而是关乎培训。"你可以有很好的课程,但如果你没有专注于把它教好的教师,"她说,"它就不会像你期望的那样有效。"

- J) Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California. His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages. Wong, a middle school teacher during the school year, hopes he's exposing the students to

how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area. "I planted the seeds early," he says. "That's what I'm hoping for."

一些教师正在寻找方法让学生接触亚裔美国人议题——如果不是在上课时间,那就在课外。今年夏天,Wilson Wong将在加利福尼亚州奥克兰一个致力于中国文化和华裔美国人社区的日间夏令营中带领一个即将升入五年级的班级。例如,他的学生将了解中国移民如何在加利福尼亚修建铁路,甚至有机会亲自"体验"它:他们将互相竞赛在操场上建造一个铁路模型,一些学生被迫以更长时间、更快速度和更低工资"工作"。Wong在学年期间是一名中学教师,他希望能让学生了解华裔美国人如何为美国做出贡献,这是他在旧金山湾区长大时作为学生没有获得的东西。"我早早地播下了种子,"他说。"这就是我所期望的。"

K) And, despite setbacks, the tide may finally be turning. California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at their high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.

而且,尽管遭遇挫折,局面可能终于要扭转了。加利福尼亚州立法者去年通过了一项法案,将在所有公立高中引入族裔研究。包括旧金山和洛杉矶在内的一些学区已经在其高中开设了族裔研究课程。波特兰、芝加哥和其他地方的高中要么已经实施,要么即将引入族裔研究课程。而且,随着越来越多的高中开始教授它,这扇门可能会为初中、也许不可避免地小学打开一道缝,以纳入一个真正更加多元文化的课程。这样做将向国家最年轻的公民传递一个重要信息:无论你的种族或族裔如何,你都很重要。你的历史很重要。你的故事很重要。

陈述句与逐句解析

36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school classrooms.

虽然文化节日得到庆祝,但亚裔美国人所经历的不公正待遇并未在小学课堂上被揭示。

【答案】 E 段 (强锚点)

【锚点】 庆节日却避不公

【定位】 Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced.

小学课堂会庆祝各种文化节日——春节! 红包! 舞狮! ——但他们很快就掩饰过了亚裔美国人所面对的种种挑战和不公。

【改写】 cultural holidays are celebrated ↔ **Elementary school classrooms celebrate cultural holidays**
被动主动同形替换

injustices experienced by Asian Americans are not exposed ↔

quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced
「不揭示」=「掩饰」

elementary school classrooms ↔ **Elementary school classrooms**
限定场所原词复现

37. Little information can be found about Chinese immigrants in the author's school library.

在作者就读的学校图书馆里几乎找不到关于中国移民的信息。

【答案】 **B** 段（强锚点）

【锚点】 学校图书馆资料少

【定位】 That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown.

在我那个位于旧金山、全美第一个唐人街所在地的整所学校图书馆里，就只有那么一页。

【改写】 Little information can be found about Chinese immigrants ↔

a page about early Chinese immigrants

数量上位：一页=很少

in the author's school library ↔ **my entire school library**

人称转换同指

38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.

一位中学教师正在努力帮助学生了解中国移民对美国做出的贡献。

【答案】 **J** 段（强锚点）

【锚点】 中学教师助学华人贡献

【定位】 Wong, a middle school teacher during the school year, hopes he's exposing the students to how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area.

Wong在学年期间是一位初中老师，他希望通过这种方式让学生看到华人对美国的贡献，这正是他自己在旧金山湾区长大时没有得到的教育。

【改写】 A middle school teacher is making a great effort ↔

Wong, a middle school teacher during the school year, hopes he's exposing the students

身份原词+努力概括

contributions made by Chinese immigrants to America ↔

how Chinese Americans contributed to the U.S.

名词化+国名同指

【辨邻】 **A** A 段虽然出现 Chinese immigrants 与淘金主题，但讲的是作者四年级时的研究兴趣，并没有任何「中学教师做出努力让学生了解华人贡献」的事，缺少题干要求的「教师努力」这一动作主体。

I was excited because I had asked to research Chinese immigrants during that era

39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.

推荐供K-12年级课堂学习的历史人物名单中不包括任何亚裔美国人。

【答案】 **F** 段（强锚点）

【锚点】 推荐名单中零亚裔

【定位】 Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.

在大约100名被推荐供学习的美国人中，77%是白人、18%是非裔、4%是原住民、1%是拉丁裔，没有一个是亚裔美国人。

【改写】 No Asian Americans were included ↔ **None were Asian American**

No=None的否定等值

list of historical figures recommended for study in K-12 classrooms ↔

nearly 100 Americans recommended to be studied

推荐研究名单概括上位

40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.

美国明显缺乏具有多元文化视角的教师来应对课程挑战。

【答案】 **H** 段（强锚点）

【锚点】 缺多元背景教师

【定位】 Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between.

有多元文化背景或培训的教师本可以化解这些课程难题，可惜这种教师寥寥无几。

【改写】 obvious lack of teachers with a multicultural perspective ↔

Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between

习语「寥寥无几」=「明显缺乏」

curriculum challenges in America ↔ **such curriculum challenges**

课程难题原词复现

【辨邻】 I I 段强调 it's not so much about the teacher's background, but about training, 是讲训练比背景重要的观点, 没有出现「这种教师寥寥无几/缺乏」这一关键的「缺」字命题, 因此不是源头段。

You can have a great curriculum but if you don't have teachers dedicated(专注于) to teaching it well

41. Students of ethnic backgrounds learn better from a multicultural curriculum.

有族裔背景的学生能从多元文化课程中学得更好。

【答案】 D 段 (强锚点)

【锚点】 少数族裔学生学得更好

【定位】 Students of color are more engaged and earn better grades when they see themselves in their studies.

有色人种学生在学习内容里看到自己的影子时, 会更投入、也能取得更好的成绩。

【改写】 Students of ethnic backgrounds ↔ **Students of color**

族裔学生的同义改写

learn better ↔ **more engaged and earn better grades**

学习表现的概括上位

from a multicultural curriculum ↔ **gain from a multicultural curriculum**

多元课程原词复现

42. Now more and more high schools in America are including ethnic studies in their curriculums.

现在美国越来越多的高中正在将族裔研究纳入其课程。

【答案】 K 段 (强锚点)

【锚点】 越来越多高中开族裔课

【定位】 Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at their high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes.

包括旧金山和洛杉矶在内的一些学区已经在高中开设了族裔研究课程。波特兰、芝加哥等地的高中也已经开设或即将开设这种课程。

【改写】 more and more high schools in America are including ethnic studies in their curriculums ↔

High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes

列举上位为趋势

including ethnic studies in their curriculums ↔ **offer ethnic studies at their high schools**

include=offer的同义改写

43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.

一项对部分K-12年级教科书和教师手册的研究显示,亚裔美国人在其中的呈现不充分且不恰当。

【答案】 G 段 (强锚点)

【锚点】 K-12课本研究的发现

【定位】 His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst.

他2016年对K-12社会研究教科书和教师手册的研究发现,亚裔美国人在书中往好里说也是呈现得不充分,往坏里说则被刻画成了带种族偏见的拙劣形象。

【改写】 study of some K-12 textbooks and teacher manuals ↔

His 2016 study of K-12 social studies textbooks and teacher manuals

研究对象原词复现

Asian Americans were inadequately and improperly represented ↔

Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst

两极程度对位为两个副词

44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.

在大学上课时,作者意识到他所学教科书中遗漏了大量关于亚裔美国人的信息。

【答案】 C 段 (强锚点)

【锚点】 大学课上的醒悟

【定位】 I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up.

直到我在大学修了一门亚裔美国人历史导论课,才终于有机会学到关于像我一样的亚裔美国人、以及我们如何成为美国社会一部分的内容。那门课让我恍然大悟。我意识到自己成长过程中的教科书里漏掉了多少东西。

【改写】 When taking a class in college ↔

when I took an introductory class on Asian-American history in college

时间状语原词复现

a lot of information about Asian Americans was left out of the textbooks ↔

how much had been missing in my textbooks

left out=missing的同义改写

45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

一位亚裔美国人研究教授更加重视教师培训而非教师背景。

【答案】 I 段 (强锚点)

【锚点】 培训比背景重要

【定位】 She added that it's not so much about the teacher's background, but about training.

她接着说，关键并不那么在于教师的背景，而在于培训。

【改写】 An Asian-American studies professor ↔

Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University

身份头衔原词复现

placed greater emphasis on teacher training than on teachers' background ↔

it's not so much about the teacher's background, but about training

「不那么...而是...」 = 「更强调」

【辨邻】 H H 段虽然谈论 Teachers with a multicultural background or training，但论点是这种教师 few and far between (人少)，强调的是「数量短缺」，没有提出「训练比背景更重要」这一价值排序判断，因此不是源头段。

It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges

PARAGRAPH MAP • 段落主旨图

11 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 作者回忆四年级社会课研究淘金热，自己主动选择研究华人移民，提到旧金山在中文里叫「金山」，源于1850年代华人移民涌入北加州淘金。

信息指纹 四年级与1850年代金山

B 作者去学校图书馆查华人移民资料，馆员只在了一本大书里翻到一页关于早期华人移民的内容，整个图书馆就这一页。

信息指纹 图书馆只有一页资料

C 作者在大学修一门亚裔美国人历史导论课时才意识到，自己成长过程中的教科书里几乎没有亚裔美国人的故事与贡献。

信息指纹 大学课上的顿悟

D 多元文化课程对所有学生都有益：少数族裔学生看到自己后更投入、成绩更好；白人学生也能接触新视角受到挑战。

信息指纹 各族裔学生都受益

E 几十年来活动人士呼吁多元文化课程，但K-12仍以欧洲中心视角教学；小学只热闹地庆祝春节等节日，却回避亚裔所遭受的不公与歧视性法律。

信息指纹 庆节日却避不公

F Sleeter教授分析加州历史与社会科课程框架，近100名被推荐研究的美国人中77%是白人、18%非裔、4%原住民、1%拉丁裔，亚裔为零。

信息指纹 推荐名单零亚裔

G Hartlep的2016年研究发现，K-12社科教科书与教师手册即便提到亚裔，也呈现不充分、且常以工程师等刻板形象出现，南亚裔与太平洋岛民几乎没被提及。

信息指纹 课本里被刻板化

H 有多元文化背景或培训的教师本可破解课程难题，但人数太少；加州K-12教师65%是白人，学生却75%是有色人种，全国差距更大。

信息指纹 65%教师对75%学生

I Tintiangco-Cubales教授指出，关键不在教师本身的族裔背景，而在他们是否受过专门培训去把多元文化课程教好。

信息指纹 训练比背景更关键

J 中学教师Wilson Wong在暑期日营带五年级学生学习华人移民修铁路的历史，甚至让学生在操场上模拟造铁路体验不公的劳动条件。

信息指纹 Wong带学生造铁路

K 形势正在好转：加州立法要求所有公立高中开设族裔研究课程，旧金山、洛杉矶、波特兰、芝加哥等地的高中已开或将开，可能进一步推及初小学。

信息指纹 高中陆续开族裔课

SENTENCE INSIGHTS • 句子精讲

20 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 name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines.

A段，第5句

主句使用过去完成时搭配时间状语从句（"ever since" 引导）是四六级、考研阅读中的常见句式，用于描述历史背景或事件的延续性。这种"主句完成时态 + 从句一般过去时"的时态呼应，以及用从句说明时间起点的结构，在真题中频繁出现，具有较高的典型性和复用价值。

I remember heading to the library with my class and asking for help.

B段，第2句

"动词 + 动名词作宾语" 以及 "并列动名词短语" 是四六级和考研中常见的句式，具有一定的代表性。但本句整体结构过于简单，缺少从句或复杂修饰成分，不能充分代表真题中常考的复杂句式，典型性中等。

I realized how much had been missing in my textbooks as I grew up.

C段，第3句

这是一个典型的含宾语从句和状语从句的复合句结构，且宾语从句使用疑问词引导、状语从句使用"as"引导，这些都是四六级和考研阅读中的高频句式。掌握本句的分析方法后，可以迁移到大量类似的复合句中

Research has also found that white students benefit by being challenged and exposed to new perspectives.

D段，第3句

"主句 + that 宾语从句" 是四六级和考研阅读中的高频结构，研究类句子常用现在完成时陈述发现，宾语从句说明具体内容。方式状语由介词短语加并列动名词构成，也是学术文本的典型表达，具有较强的复用价值。

For decades, activists have called for schools to offer anti-racism or multicultural curricula.

E段，第1句

成分种类适中：含时间状语、主谓宾基本框架，宾语是 "for + 宾语 + 不定式" 复杂结构，可练习不定式复合结构的识别，但无定语从句、同位语等高频易错点，训练覆盖面中等

Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view.

E段，第2句

简单句配合被动语态和介词短语状语的结构在四六级和考研阅读中较为常见，continue to be done 的表达也时常出现于学术或议论文语境。掌握后可迁移至类似的被动表达和方式状语的识别，具有一定代表性。

Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless.

E段，第3句

本句覆盖了动名词作主语、短语动词作谓语、并列的动名词短语作宾语、频率副词作状语、限制性定语从句作定语等多种成分类型。特别是动名词短语的多重运用（主语、宾语、并列）和定语从句在并列结构中的嵌入位置，对成分划分练习很有价值，能帮助学习者区分不同层级的修饰关系和并列关系。

Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced.

E段，第4句

句子覆盖主谓宾结构、复合谓语 'be quick to do'、并列宾语 'challenges and injustices'、定语从句修饰宾语、关系代词 that 在从句中作宾语等多种成分。第二主句的复合谓语和定语从句嵌套是典型易错点,适合训练学生识别复杂宾语和从句归属,训练价值较高。

Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems.

G段，第1句

本句结构高度典型：时间状语从句插入主句、被动语态、“do”强调结构、“make an appearance”固定搭配，都是四六级和考研阅读中的常见句式。这种“插入式状语从句 + 被动主句”的组合在学术和新闻语体中频繁出现，掌握后可大量复用到其他类似句子的理解中。

The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example.

G段，第4句

本句覆盖了被动语态主句和 there be 句型两种基础结构，可用于练习主语识别（特别是 there be 的真正主语）和被动语态的判定。但成分种类较单一，无复杂修饰、从句或易混淆的多重宾语、补语等，练习收益中等偏下。

In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color.

H段，第2句

主句使用比较状语引出对比，定语从句修饰比较对象，这种“主句陈述 + 比较状语 + 嵌套定语从句”的结构在四六级和考研真题的议论文、说明文中高频出现，具有较强的代表性和迁移价值。

It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

H段，第4句

形式主语 It + 主语从句、but 转折的并列主句、长介词短语作状语,这些都是四六级和考研阅读中高频出现的句式,掌握后可大量复用;结构具有较强代表性和迁移价值。

She added that it's not so much about the teacher's background, but about training.

I段，第2句

主句加宾语从句的结构在四六级和考研阅读中高频出现,且宾语从句内部的"not so much...but..."并列对比模式也是常考句式,具有较高的迁移价值。

Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them.

J段，第1句

主句采用现在进行时 + 不定式后置定语，状语从句用 "if...then..." 条件对比结构且带省略，这些都是四六级和考研阅读中常见的句式。省略结构的辨识和条件状语的理解是考试重点，句式具有较强的代表性和复用价值。

This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California.

J段，第2句

简单句配时间地点状语及后置定语修饰是四六级阅读常见句式，will 表将来也是高频考点，但本句未涉及从句、并列或特殊结构，作为代表性句式略显基础。

His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages.

J段，第3句

全句结构高度典型:并列谓语、宾语从句、独立主格结构都是四六级和考研真题中的高频句式。第一个主句 learn about + 宾语从句和 have a chance to do 的搭配常见;第二个主句中 with 引导的独立主格作伴随状语是经典考点。掌握本句的结构分析方法,可以直接迁移到大量真题句子

High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes.

K段，第4句

“主语加并列谓语加共同宾语”是阅读里很常见的句型，像本句这样再夹一个地点限定和一个时间状语，也很有代表性。掌握这种读法后，迁移到新闻和说明文中的类似句子比较直接。

Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter.

K段，第6句

覆盖主谓宾、状语、同位语、让步状语从句等多种成分，同位语通过冒号引出的形式值得练习；让步状语从句中系动词省略是易错点；动名词短语作主语也有一定训练价值

Now more and more high schools in America are including ethnic studies in their curriculums.

第42题题干

主谓宾加状语的简单句是英语最基本的句型之一，现在进行时表达趋势变化在考试阅读中较常见，结构具有一定代表性，但简单句本身不属于四六级或考研的重点复杂句式，典型性中等

An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

第45题题干

比较结构（比较级 + than）是四六级和考研阅读中的高频句式，place emphasis on 也是学术写作和考试中常见的搭配。本句展示了比较结构与后置定语结合的典型用法，且比较从句的省略现象在真题中经常出现。掌握这个句式后，学生可以迁移到大量类似的比较句中。

本篇出现的 82 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。

curriculum

B2

n. 课程

本篇10次 · 真题 25 句

ethnic

C1

adj. 种族的

本篇7次 · 真题 10 句

immigrant

B2

n. 移民（从外国移入的人）

本篇6次 · 真题 33 句

challenge

B1

n. 挑战

本篇5次 · 真题 80 句

textbook

A2

n. 教科书

本篇5次 · 真题 52 句

professor

B1

n. 教授（大学教师的最高职称）

本篇4次 · 真题 105 句

expose

B2

v. 使暴露

本篇4次 · 真题 20 句

finally

A2

adv. 终于，最终

本篇3次 · 真题 36 句

author

A2

n. 作者

本篇2次 · 真题 244 句

better

A1

adj. 更好的（good 的比较级）

本篇2次 · 真题 139 句

lack

B1

v. 缺少

本篇2次 · 真题 115 句

nation

B1

n. 国家

本篇2次 · 真题 51 句

realize

B1

v. 意识到，认识到

本篇2次 · 真题 50 句

recommend

B1

v. 推荐

本篇2次 · 真题 34 句

cultural B1

adj. 文化的

本篇2次·真题30句

represent B1

v. 代表

本篇2次·真题28句

native B1

adj. 本国的

本篇2次·真题22句

contribution B2

n. 贡献

本篇2次·真题20句

perspective B2

n. 观点

本篇2次·真题15句

manual B1

adj. 手工的

本篇2次·真题8句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题466句

benefit B1

n. 好处

本篇1次·真题169句

learning A1

n. 学习

本篇1次·真题120句

decade B1

n. 十年

本篇1次·真题99句

project A2

n. 项目

本篇1次·真题90句

opportunity B1

n. 机会

本篇1次·真题89句

view A2

n. 观点, 看法

本篇1次·真题85句

issue B1

n. 问题

本篇1次·真题83句

community B1

n. 社区

本篇1次·真题81句

traditional B1

adj. 传统的

本篇1次·真题79句

contribute B1

v. 捐献

本篇1次·真题 74 句

professional B1

adj. 专业的

本篇1次·真题 67 句

gain B1

v. 获得;赢得

本篇1次·真题 64 句

potential B2

adj. 潜在的

本篇1次·真题 63 句

united B1

adj. 联合的

本篇1次·真题 60 句

image A2

n. 形象, 印象

本篇1次·真题 52 句

determine B2

v. 决定

本篇1次·真题 51 句

figure A2

n. 数字

本篇1次·真题 44 句

despite B1

prep. 尽管

本篇1次·真题 40 句

district B1

n. 地区

本篇1次·真题 38 句

instance B2

n. 例子

本篇1次·真题 33 句

reading A1

n. 阅读

本篇1次·真题 33 句

diversity B2

n. 多样性

本篇1次·真题 32 句

assistant A2

n. 助手

本篇1次·真题 30 句

improvement B1

n. 改进

本篇1次·真题 29 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 28 句

gap B1

n. 间隙

本篇1次 · 真题 28 句

educator B2

n. 教育工作者

本篇1次 · 真题 25 句

analysis B2

n. 分析

本篇1次 · 真题 24 句

character B1

n. 性格

本篇1次 · 真题 23 句

crucial B2

adj. 至关重要的

本篇1次 · 真题 22 句

refugee B2

n. 难民

本篇1次 · 真题 21 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次 · 真题 20 句

citizen B1

n. 公民

本篇1次 · 真题 19 句

emphasis B2

n. 强调

本篇1次 · 真题 19 句

entire B1

adj. 整个的

本篇1次 · 真题 19 句

truly B1

adv. 真正地

本篇1次 · 真题 19 句

appearance B1

n. 外貌

本篇1次 · 真题 18 句

dancer A2

n. 舞者

本篇1次 · 真题 18 句

identity B2

n. 身份

本篇1次 · 真题 18 句

requirement B2

n. 要求

本篇1次 · 真题 18 句

elsewhere B1

adv. 在别处

本篇1次 · 真题 16 句

era

B2

n. 时代

本篇1次·真题 16 句

missing

A2

adj. 找不到的

本篇1次·真题 16 句

obvious

B1

adj. 明显的

本篇1次·真题 16 句

wage

B1

n. 工资

本篇1次·真题 16 句

bias

B2

n. 偏见

本篇1次·真题 15 句

comfort

B1

n. 舒适

本篇1次·真题 15 句

eager

B1

adj. 热切的

本篇1次·真题 15 句

setback

B2

n. 挫折

本篇1次·真题 15 句

implement

B2

v. 实施

本篇1次·真题 14 句

overcome

B2

v. 克服

本篇1次·真题 12 句

overlook

B2

v. 忽略，没注意到

本篇1次·真题 12 句

poorly

B1

adv. 糟糕地

本篇1次·真题 11 句

lunar

B2

adj. 月球的

本篇1次·真题 10 句

engaged

B1

adj. 忙碌的

本篇1次·真题 9 句

historical

B2

adj. 历史的

本篇1次·真题 9 句

index

B1

n. 索引

本篇1次·真题 9 句

narrative

C1

n. 叙述

本篇1次 · 真题 9 句

crack

B1

v. 破裂

本篇1次 · 真题 8 句

fabric

B1

n. 织物

本篇1次 · 真题 8 句

hearing

B1

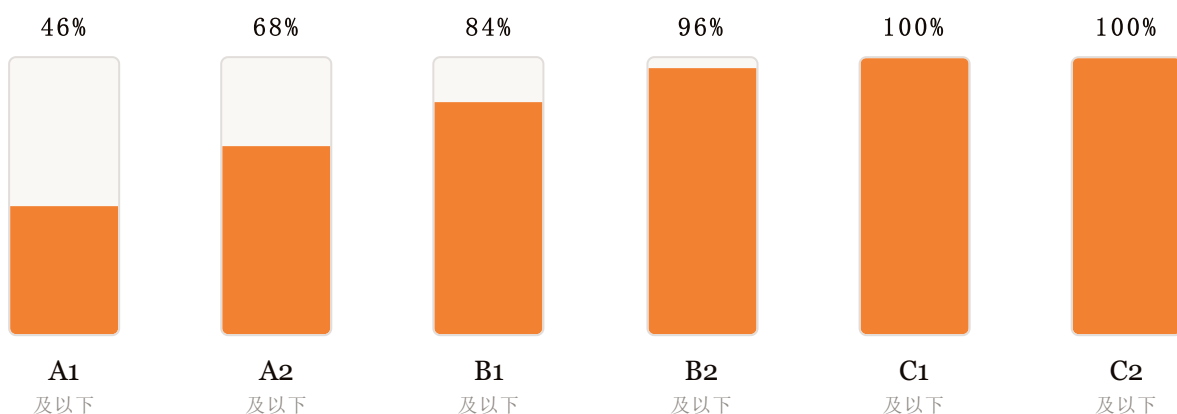
n. 听力

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 343 词按 CEFR 难度累积覆盖

全文去重后共 **343** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 15 个 · 约 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 343 个 · 末柱为 100%

去重总词数

343

B2 以上难词

4%

B1 及以下覆盖

84%

英语四级 2020年9月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年9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 →

2020年9月·第2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2020年9月·第2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2套(2020-09) · 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 When was cleaning a crime? When you're doing it to create art, obviously. A number of street artists around the world have started expressing themselves through a practice known as reverse graffiti(涂鸦). They find dirty surfaces and paint them with images or messages using cleaning brushes or pressure hoses(高压水管). Either way, it's the same principle: the image is made by cleaning away the dirt. Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities. The UK's Paul Curtis, better known as Moose, operates around Leeds and London and has been commissioned by a number of companies to make reverse graffiti advertisements.

清洁什么时候成了犯罪?显然,当你用它来创作艺术时就是了。世界各地的许多街头艺术家已经开始通过一种被称为反向涂鸦的做法来表达自己的。他们找到肮脏的表面,用清洁刷或高压水管在上面绘制图像或信息。无论哪种方式,原理都是一样的:图像是通过清除污垢来制作的。每位艺术家都有自己独特的风格,但所有艺术家都有一个共同的目标:引起人们对我们城市污染的关注。英国的Paul Curtis,更广为人知的名字是Moose,在Leeds和伦敦周边活动,并受多家公司委托制作反向涂鸦广告。

P2 Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt. Made up of a series of white skulls(颅骨), the painting reminds drivers of the effect their pollution is having on the planet. "Every motorist sits in the comfort

of their car, but they don't give any consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

2006年,巴西艺术家Alexandre Orion通过清除污垢,将圣保罗的一条交通隧道变成了一幅令人惊叹的墙画。这幅由一系列白色颅骨组成的画作提醒司机们他们的污染对地球造成的影响。Orion说:"每个驾车者都舒适地坐在自己的车里,但他们没有考虑到他们的舒适对环境造成的代价,从而也对他们自己造成代价。"

P3 The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of both types of property: public and private. This was what Leeds City Council said about Moose's work: "Leeds residents want to live in clean and attractive neighbourhoods. We view this kind of advertising as environmental damage and will take strong action against it." Moose was ordered to "clean up his act." How was he supposed to do this: by making all property he had cleaned dirty again?

反向涂鸦艺术家的反污染信息让市政当局感到困惑,因为反对涂鸦的主要论据是它破坏了公共和私人两类财产的外观。这就是Leeds市议会对Moose作品的评价:"Leeds居民希望生活在干净整洁的社区。我们认为这种广告是环境破坏,将对其采取强硬行动。"Moose被要求"清理他的行为"。他应该如何做到这一点:把他清洁过的所有财产再弄脏吗?

P4 As for the Brazilian artist's work, the authorities were annoyed but could find nothing to charge him with. They had no other option but to clean the tunnel—but only the parts Alexandre had already cleaned. The artist merely continued his campaign on the other side. The city officials then decided to take drastic action. They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

至于这位巴西艺术家的作品,当局很恼火但找不到任何可以指控他的理由。他们别无选择,只能清洁隧道——但只清洁Alexandre已经清洁过的部分。这位艺术家只是在另一边继续他的行动。市政官员随后决定采取激烈行动。他们不仅清洁了整条隧道,还清洁了圣保罗的每一条隧道。

题目与逐题解析

46. What do we learn from the passage about reverse graffiti?

- A) It uses paint to create anti-pollution images.
- B) It creates a lot of trouble for local residents.
- C) It causes lots of distraction to drivers.
- D) It turns dirty walls into artistic works.

从文章中我们了解到关于反向涂鸦的什么信息?

- A) 它使用颜料创作反污染图像。
- B) 它给当地居民造成很多麻烦。
- C) 它给司机造成很多干扰。
- D) 它把肮脏的墙壁变成艺术作品。

【答案】 D (细节题)

【判型】 题干 What do we learn from the passage about reverse graffiti? 问的是关于这个概念的客观信息, 答案应该是对原文某句的同义转述, 不需要推断

【拆句】 题干 What do we learn from the passage about reverse graffiti? 是 What 引导的特殊疑问句, 主干 we learn, from the passage 是状语, about reverse graffiti 修饰 learn 的内容; 无从句、无否定、无比较, 结构平铺直叙, 无陷阱

【定位】 They find dirty surfaces and paint them with images or messages using cleaning brushes or pressure hoses. Either way, it's the same principle: the image is made by cleaning away the dirt.

他们找到脏污的表面，用清洁刷或高压水管在上面「画」出图像或讯息。无论哪种方式，原理都一样：图像是通过清除脏污而形成的。

【选项】 A) **与原文相反**

uses paint to create anti-pollution images 把原文的核心做法说反了——反向涂鸦恰恰不用颜料，而是清除污渍

B) **无中生有**

creates a lot of trouble for local residents 文中无对应描述；麻烦的是市议会的执法逻辑，居民层面文中只提到他们 want to live in clean and attractive neighbourhoods，并未说反向涂鸦给居民带来麻烦

C) **张冠李戴**

原文提到的是 Made up of a series of white skulls(颅骨), the painting reminds drivers of the effect their pollution is having on the planet——是提醒司机，而非分散司机注意力；且这是 Orion 一人的做法，并非反向涂鸦的普遍特征

D) **✓ 正确**

the image is made by cleaning away the dirt ↔ **turns dirty walls into artistic works**

预判要的是「在脏面上靠清洁形成图像」，turns dirty walls into artistic works 正是这层意思的同义改写

47. What do reverse graffiti artists try to do?

- A) Publicise their artistic pursuit.
- B) Beautify the city environment.
- C) Raise public awareness of environmental pollution.
- D) Express their dissatisfaction with local governments.

反向涂鸦艺术家试图做什么？

- A) 宣传他们的艺术追求。
- B) 美化城市环境。
- C) 提高公众对环境污染的意识。
- D) 表达他们对地方政府的不满。

【答案】 C (细节题)

【判型】 题干 What do reverse graffiti artists try to do? 问群体共同意图，原文必有明文交代，仅需找出该明文即可

【拆句】 题干 What do reverse graffiti artists try to do? 是 What 引导的特殊疑问句，主语 reverse graffiti artists，谓语 try to do；try to do 是固定结构，表示「试图、致力于做某事」；句法平直，无陷阱

【定位】 Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities.

每个艺术家都有自己独特的风格，但所有艺术家都拥有一个共同的目标：唤起人们对城市污染的关注。

【选项】 A) **偷换概念**

Publicise their artistic pursuit 把原文中的「让公众关注城市污染」偷换成「宣传他们自己的艺术追求」——原文 a common aim 是污染议题，不是他们个人艺术名声

B) **无中生有**

Beautify the city environment 文中无对应；尽管反向涂鸦的产物确实清洁了表面，但艺术家自陈的目的是「让人关注污染」，而非「美化城市」

C) **✓ 正确**

to draw attention to the pollution in our cities ↔

Raise public awareness of environmental pollution

预判要的是「让公众关注污染」，Raise public awareness of environmental pollution 是其标准同义改写

D) **过度推断**

Express their dissatisfaction with local governments 把作者在第三段对市议会的暗讽错当成全体反向涂鸦艺术家的目的；原文意图句仅指向污染议题，并未把矛头对准政府

48. What do we learn about Brazilian artist Alexandre Orion?

- A) He was good at painting white skulls.
- B) He chose tunnels to do his graffiti art.
- C) He suggested banning all polluting cars.
- D) He was fond of doing creative artworks.

关于巴西艺术家**Alexandre Orion**我们了解到什么？

- A) 他擅长绘制白色骷髅。
- B) 他选择隧道来进行涂鸦艺术创作。
- C) 他建议禁止所有污染汽车。
- D) 他喜欢进行创意艺术创作。

【答案】 B (细节题)

【判型】 题干 What do we learn about Brazilian artist Alexandre Orion? 问的是该人物的客观情况，属于以人为锚的细节题

【拆句】 题干 What do we learn about Brazilian artist Alexandre Orion? 主干 we learn, about 后跟同位语结构「Brazilian artist Alexandre Orion」，前者是身份、后者是姓名；结构清晰，无陷阱

【定位】 Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt.

巴西艺术家亚历山大·奥利安在 2006 年通过清除污渍，把圣保罗的一条交通隧道变成了一幅令人惊叹的壁画。

【选项】 A) **过度推断**

was good at painting white skulls 把原文中作品的视觉成分 a series of white skulls 误说成「擅长画白颅骨」；原文从未评价他的技能水平，颅骨也只是这一幅作品的具体内容，并非他的招牌技能

B) **✓ 正确**

turned one of Sao Paulo's transport tunnels into an amazing wall painting ↔

chose tunnels to do his graffiti art

预判要的是「他选了隧道做反向涂鸦」，chose tunnels to do his graffiti art 正是这层客观事实的同义改写

C) **无中生有**

suggested banning all polluting cars 文中无对应；Orion 的原话仅是批评驾驶者不顾环境代价 they don't give any consideration to the price their comfort has for the environment，并未提出禁止任何污染车辆的建议

D) **以偏概全**

was fond of doing creative artworks 把原文一次具体的隧道清洁创作扩大成「热衷于做创意艺术品」这一普遍性格描述；原文 P2 只提到一次具体行动与一次发言，未对其性格倾向作概括评价

49. What does the author imply about Leeds City Council's decision?

- A) It is simply absurd.
- B) It is well-informed.
- C) It is rather unexpected.
- D) It is quite sensible.

作者对Leeds市议会的决定暗示了什么？

A) 它简直荒谬。 B) 它是明智的。 C) 它相当出人意料。 D) 它相当合理。

【答案】 A (推断题)

【判型】 题干 What does the author imply about Leeds City Council's decision? 中 imply 是推断题的标志词，问作者对市议会决定的隐含态度

【拆句】 题干 What does the author imply about Leeds City Council's decision? 是 What 引导的特殊疑问句，主语 the author，谓语 imply，about 引导对象状语；imply 一词把本题定性为推断题，是关键信号

【定位】 Moose was ordered to "clean up his act." How was he supposed to do this: by making all property he had cleaned dirty again?

穆斯被勒令「整改其行为」。他该怎么做呢：把他已经清洁过的所有地方再弄脏一遍？

【选项】 A) ✓ 正确

How was he supposed to do this: by making all property he had cleaned dirty again? ↔

simply absurd

预判要的是「作者觉得这决定荒诞」，simply absurd 是该态度的最直接形容词替换

B) 与原文相反

well-informed (消息灵通、了解情况) 是正面评价，与作者用归谬反问表达的否定态度方向相反

C) 偷换概念

rather unexpected 把作者的「不合理、说不通」误写成「出乎意料」；原文并未表达「我没想到他们会这么决定」，而是表达「这决定本身就站不住脚」

D) 与原文相反

quite sensible (相当明智) 是正面评价，作者用归谬反问明显否定这一决定，方向相反

50. How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti?

- A) They made him clean all the tunnels in Sao Paulo.
- B) They took drastic action to ban all reverse graffiti.
- C) They charged him with polluting tunnels in the city.
- D) They made it impossible for him to practice his art.

Sao Paulo市政官员如何处理**Alexandre Orion**的反向涂鸦？

- A) 他们让他清洁Sao Paulo所有的隧道。
- B) 他们采取严厉措施禁止所有反向涂鸦。
- C) 他们指控他污染城市隧道。
- D) 他们使他无法进行艺术创作。

【答案】 D (细节题)

【判型】 题干 How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti? 问官方采取了什么客观行动，原文必有明文，按细节题处理

【拆句】 题干 How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti? 是How引导的特殊疑问句，handle 意为「处理、应对」；主体是官方，宾语是艺术家的作品；结构清晰，无陷阱

【定位】 The city officials then decided to take drastic action. They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

市政官员随后决定采取激烈手段。他们不仅清洁了那条隧道，还清洁了圣保罗的每一条隧道。

【选项】 A) **张冠李戴**

made him clean all the tunnels 把清洁主体偷换成艺术家本人；原文 They not only cleaned the whole tunnel 明确主语是 they（官方），不是艺术家

B) **过度推断**

ban all reverse graffiti 把官方动作上升为「禁止反向涂鸦」的法规层面；原文 the authorities were annoyed but could find nothing to charge him with 明确说找不到罪名，因此他们没有也无法颁布禁令，只是用清洁的方式釜底抽薪

C) **与原文相反**

charged him with polluting tunnels 与原文文明文 the authorities were annoyed but could find nothing to charge him with 直接矛盾——原文说「找不到罪名可控告」，选项却说「以污染隧道为罪起诉了他」

D) **✓ 正确**

They not only cleaned the whole tunnel but every tunnel in Sao Paulo ↔

made it impossible for him to practice his art

The city officials then decided to take drastic action ↔

made it impossible for him to practice his art

预判要的是「让艺术家无法继续创作」，made it impossible for him to practice his art 正是该后果的客观表述；反向涂鸦的前提是脏面，官方清光所有脏面即从根本上让他无法操作

SENTENCE INSIGHTS • 句子精讲

12 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。

Either way, it's the same principle: the image is made by cleaning away the dirt.

第1段，第5句

冒号连接两个主句进行解释说明的结构在学术写作和说明文中较为常见，被动语态也是考试高频考点。本句结构具有一定代表性，可帮助学生理解并列解释句式和被动语态的应用。

Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities.

第1段，第6句

but 连接的转折并列句是四六级和考研阅读中的常见句式,同位语不定式的用法也较为典型,但句子整体偏简单,缺少从句等更高频的复杂结构

Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt.

第2段，第1句

涵盖主语（含同位语）、谓语、宾语、宾语补足语、时间状语、方式状语六类成分，其中 "turn A into B" 的宾补结构和 "by + 动名词" 的方式状语是常见易混点，适合练习成分划分和结构识别。

Made up of a series of white skulls(颅骨), the painting reminds drivers of the effect their pollution is having on the planet.

第2段，第2句

本句覆盖了主谓宾基本成分、方式状语（过去分词短语）、定语从句（含关系代词省略）、地点状语等多种成分，且定语从句的宾语省略是常见易错点，适合训练学生识别省略关系代词和判断从句内部成分的能力，训练价值较高。

"Every motorist sits in the comfort of their car, but they don't give any consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

第2段，第3句

倒装引述句 + 宾语从句（内含并列）+ 定语从句修饰中心词，这一组合是四六级和考研阅读中的高频句式；宾语从句内并列分句表达对比转折、定语从句省略关系代词，都是真题中反复出现的典型结构，代表性强

The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of both types of property: public and private.

第3段，第1句

主句 + 原因状语从句（内嵌表语从句）是四六级和考研阅读中的常见句式。原因状语从句表达因果逻辑，表语从句说明论点内容，这种组合在议论文和说明文中频繁出现。掌握这种结构后，可以迁移到大量类似句子的理解中。典型性较高，具有较强的实用价值。

As for the Brazilian artist's work, the authorities were annoyed but could find nothing to charge him with.

第4段，第1句

本句体现了简单句中的并列谓语结构（but 连接），系表结构的使用（"were annoyed"），以及不定式短语作后置定语的典型搭配（"nothing to charge him with"，类似 "nothing to do"、"something to say" 等高频模式）。句首的 "As for" 引导话题也是书面语中常见的衔接手段。这些结构在四六级和考研真题中频繁出现，学习者掌握后可迁移到大量类似句型，代表性较强。

They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

第4段，第5句

涵盖主语、谓语、两个并列宾语、后置定语等基本成分，且 "not only...but" 并列结构具有一定辨识训练价值。但成分种类相对单一（无补语、无复杂状语、无从句），整体练习收益中等。

It turns dirty walls into artistic works.

第46题，D

"turn sth into sth" 是四六级和考研阅读中常见的动词搭配结构，简单句型也是长难句的基础单元，掌握此句型有助于分析更复杂的嵌套结构，具有较高的典型性和迁移价值。

He was good at painting white skulls.

第48题，A

主系表结构是英语基础句型之一，"be good at + 动名词" 是常见搭配，在四六级和考研阅读中频繁出现，具有一定代表性，但本句过于简单，缺少复杂修饰成分和从句结构，作为高阶考试的典型句式代表性中等。

He was fond of doing creative artworks.

第48题, D

"be fond of doing" 是常见的表达喜好的句型, 在考试阅读中偶有出现, 具有一定代表性, 但主系表结构本身过于简单, 难以代表四六级或考研中更常考的复杂句式, 典型性中等偏下。

They made him clean all the tunnels in Sao Paulo.

第50题, A

make + 宾语 + 动词原形是四六级和考研中高频考查的使役结构, 句式典型且实用; 掌握后可迁移到 let、have 等类似使役动词的用法, 复用性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 52 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。

graffiti B2

n. 涂鸦

本篇9次 · 真题 14 句

reverse B2

v. 颠倒

本篇7次 · 真题 24 句

image A2

n. 形象, 印象

本篇3次 · 真题 52 句

pollution B1

n. 污染

本篇3次 · 真题 38 句

local A2

adj. 当地的

本篇2次 · 真题 150 句

resident B2

n. 居民

本篇2次 · 真题 61 句

official B1

adj. 官方的

本篇2次 · 真题 47 句

charge B1

v. 收费

本篇2次 · 真题 42 句

ban

B2

v. 禁止

本篇2次·真题 37 句

environmental

B1

adj. 环境的

本篇2次·真题 34 句

authority

B2

n. 权力

本篇2次·真题 32 句

council

B1

n. 委员会

本篇2次·真题 27 句

property

B1

n. 财产

本篇2次·真题 19 句

comfort

B1

n. 舒适

本篇2次·真题 15 句

artistic

B2

adj. 艺术的

本篇2次·真题 11 句

author

A2

n. 作者

本篇1次·真题 244 句

effect

A2

n. 影响

本篇1次·真题 156 句

better

A1

adj. 更好的 (good 的比较级)

本篇1次·真题 139 句

type

A2

n. 类型

本篇1次·真题 97 句

simply

B1

adv. 仅仅, 只不过

本篇1次·真题 90 句

view

A2

n. 观点, 看法

本篇1次·真题 85 句

individual

B2

adj. 单独的

本篇1次·真题 79 句

pressure

B1

n. 心理压力

本篇1次·真题 63 句

option

B1

n. 选择

本篇1次·真题 60 句

creative B1

adj. 有创造力的

本篇1次·真题 55 句

damage B1

n. 损害

本篇1次·真题 55 句

aim B1

v. 瞄准

本篇1次·真题 38 句

series B1

n. 系列

本篇1次·真题 31 句

style A2

n. 方式

本篇1次·真题 31 句

argument B1

n. 争论

本篇1次·真题 29 句

campaign B2

n. 运动

本篇1次·真题 29 句

handle A2

v. 处理

本篇1次·真题 28 句

principle B2

n. 原则, 准则

本篇1次·真题 26 句

awareness B2

n. 意识

本篇1次·真题 23 句

crime A2

n. 犯罪行为

本篇1次·真题 22 句

transport B1

v. 运输, 运送

本篇1次·真题 20 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 19 句

appearance B1

n. 外貌

本篇1次·真题 18 句

imply B2

v. 暗示, 暗指

本篇1次·真题 18 句

remind A2

v. 提醒

本篇1次·真题 18 句

rid

B2

v. 使摆脱

本篇1次·真题 16 句

attractive

B1

adj. 有吸引力的

本篇1次·真题 15 句

operate

B1

v. 运转

本篇1次·真题 15 句

consideration

B2

n. 考虑

本篇1次·真题 14 句

obviously

B1

adv. 显然,明显地

本篇1次·真题 14 句

pursuit

B2

n. 追求

本篇1次·真题 14 句

distraction

B2

n. 分心

本篇1次·真题 13 句

unexpected

B1

adj. 意外的

本篇1次·真题 11 句

commission

B2

n. 佣金

本篇1次·真题 10 句

advertising

B1

n. 广告业

本篇1次·真题 9 句

confuse

B1

v. 使困惑

本篇1次·真题 8 句

merely

B2

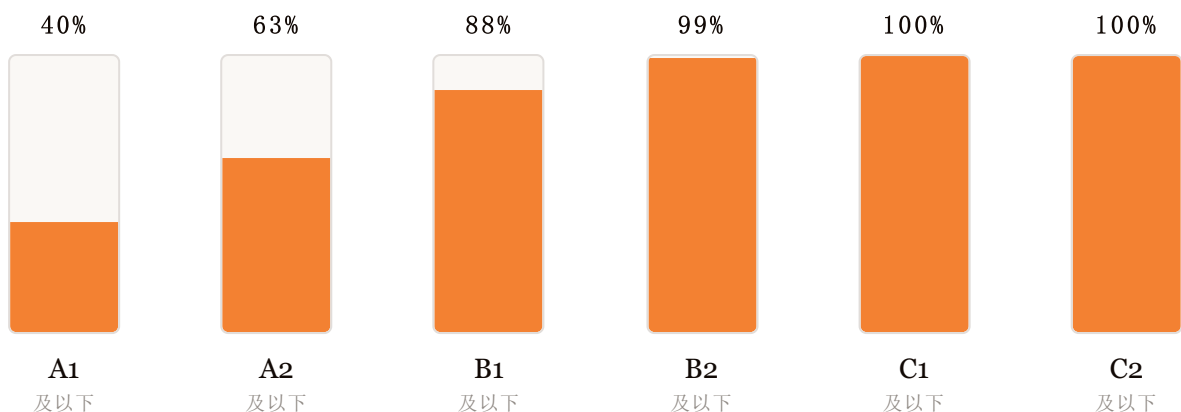
adv. 仅仅, 只不过

本篇1次·真题 8 句

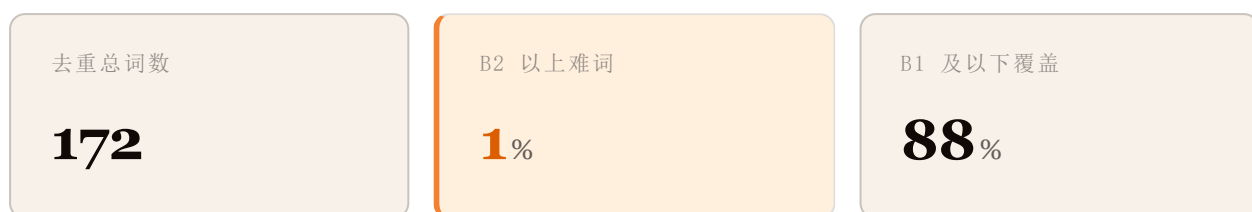
VOCABULARY • 词汇难度分布

全文 172 词按 CEFR 难度累积覆盖

全文去重后共 **172** 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 2 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 172 个 · 末柱为 100%



英语四级 2020年9月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年9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 →

2020年9月·第2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2020年9月·第2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 3 段原文（段首标 P1-P3 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2套(2020-09) · 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 The practice of paying children an allowance became popular in America about 100 years ago. Nowadays, American kids on average receive about \$800 per year in allowance. But the vast majority of American parents who pay allowance tie it to the completion of housework. Although many parents believe that paying an allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal. In fact, the way chores work in many households worldwide points to another way.

给孩子发零花钱的做法大约在100年前在美国开始流行。如今，美国孩子平均每年收到约800美元的零花钱。但绝大多数发零花钱的美国父母将其与完成家务挂钩。尽管许多父母认为因完成家务而支付零花钱对孩子有益，但一些专家表示担忧，认为将零花钱与家务过于紧密地联系在一起可能并不理想。事实上，世界各地许多家庭处理家务的方式指向了另一种方法。

P2 Suniya Luthar, a psychologist, is against paying kids for chores. Luthar is not opposed to giving allowances, but she thinks it's important to establish that chores are done not because they will lead to payment, but because they keep the household running. Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about. Kids should do chores, he writes, "for

the same reason adults do, because the chores need to be done, and not with the expectation of compensation."

心理学家Suniya Luthar反对因家务而付钱给孩子。Luthar并不反对给零花钱，但她认为重要的是要确立这样一点：做家务不是因为会得到报酬，而是因为家务维持着家庭的运转。Luthar建议的零花钱方式与作家Ron Lieber的观点一致，后者建议将零花钱作为向孩子展示如何储蓄、捐赠和花钱购买他们关心的东西的一种手段。他写道，孩子应该做家务，"理由与成年人相同，因为家务需要完成，而不是期待获得报酬。"

P3 This argument has its critics, but considering the way chores are undertaken around the world may change people's thinking. Professor David Lancy of Utah State University has studied how families around the world handle chores. At about 18 months of age, Lancy says, most children become eager to help their parents, and in many cultures, they begin helping with housework at that age. They begin with very simple tasks, but their responsibilities gradually increase. And they do these tasks without payment. Lancy contrasts this with what happens in America. "We deny our children's bids to help until they are 6 or 7 years old," Lancy says, "when many have lost the desire to help and then try to motivate them with payment. The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it."

这一论点也有批评者，但考虑世界各地处理家务的方式可能会改变人们的想法。犹他州立大学的David Lancy教授研究了世界各地的家庭如何处理家务。Lancy说，大约在18个月大时，大多数孩子开始渴望帮助父母，在许多文化中，他们在这个年龄就开始帮忙做家务。他们从非常简单的任务开始，但责任逐渐增加。而且他们做这些任务不求报酬。Lancy将此与美国的情况进行对比。Lancy说："我们拒绝孩子帮忙的请求，直到他们6岁或7岁，这时许多孩子已经失去了帮忙的愿望，然后我们试图用金钱来激励他们。解决这个问题的办法不是试图用金钱作为做家务的激励，而是让孩子更早地参与家务，在他们真正想做的时候。"

题目与逐题解析

51. What do some experts think about paying children for doing chores?

- A) It may benefit children in more ways than one.
- B) It may help children learn the worth of labor.
- C) It may not turn out to be the best thing to do.
- D) It may not be accepted by low-income parents.

一些专家对于为孩子做家务付钱有什么看法？

- A) 这可能在不止一个方面使孩子受益。 B) 这可能帮助孩子了解劳动的价值。
- C) 这可能不会是最好的做法。 D) 这可能不会被低收入家长接受。

【答案】 C (细节题)

【判型】 题干 What do some experts think about paying children for doing chores? 直接问"某些专家怎么看",指向原文里一处明确观点句,属于客观转述类细节。

【拆句】 题干 What do some experts think about paying children for doing chores? 是一个 wh- 疑问句,主干是 What do some experts think,后接介词短语 about paying children for doing chores 作 think 的对象,paying 是动名词、doing 是动名词作介词 for 的宾语;结构平铺直叙、无陷阱。

【定位】 Although many parents believe that paying an allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal.

尽管许多父母认为按完成家务发零花钱对孩子有益,一批专家却表达了担忧,认为把零花钱与家务紧密挂钩可能并非理想做法。

【选项】 A) 张冠李戴

It may benefit children in more ways than one 说"给孩子付钱做家务在不止一方面对孩子有益",正是原文 many parents believe that paying an allowance for completing chores benefits their children 中父母的观点,而非专家的观点;父母与专家在原文里立场相反,这一项把"父母信念"安到了"专家观点"头上。

B) 无中生有

It may help children learn the worth of labor 说付钱能让孩子学到"劳动的价值",原文从未在专家口中出现 worth of labor 或近义表达,属于凭常识脑补。

C) ✓ 正确

may not be ideal ↔ **may not turn out to be the best thing to do**

tying allowance very closely to chores ↔ **paying children for doing chores**

选项 It may not turn out to be the best thing to do 与预判"未必是最好的做法"语义完全吻合,情态词 may 和否定 not 都对齐,故锁定为答案。

D) 无中生有

It may not be accepted by low-income parents 说低收入父母可能不接受,原文通篇没有讨论 low-income parents 这一群体,纯属节外生枝。

52. According to Suniya Luthar, doing chores will help children learn to ____.

- A) share family responsibilities
- B) appreciate the value of work
- C) cultivate the spirit of independence
- D) manage domestic affairs themselves

根据Suniya Luthar的观点,做家务将帮助孩子学会____。

A) 分担家庭责任 B) 认识工作的价值 C) 培养独立精神 D) 自己管理家庭事务

【答案】 A (细节题)

【判型】 题干 According to Suniya Luthar, doing chores will help children learn to ____ . 用 According to + 人名指明出处,要求补全她的观点细节。

【拆句】 题干 According to Suniya Luthar, doing chores will help children learn to _____. 主干是 doing chores will help children learn to _____, doing chores 是动名词作主语, help sb. learn to do 是固定结构, 空位接动词原形; 结构平铺直叙、无陷阱。

【定位】 Luthar is not opposed to giving allowances, but she thinks it's important to establish that chores are done not because they will lead to payment, but because they keep the household running.

Luthar 并不反对给零花钱,但她认为重要的是要明确:做家务不是因为家务会带来报酬,而是因为家务能让家庭正常运转。

【选项】 A) ✓ 正确

they keep the household running ↔ share family responsibilities

选项 share family responsibilities 与预判"为家庭运转分担一份力"的语义吻合,核心都是"为家庭"而非"为钱"或"为自身"。

B) 无中生有

appreciate the value of work 与 Q51 中的 learn the worth of labor 几乎同款,都是原文未出现的"劳动价值"口号,Luthar 强调的是"为家庭运转"而非"劳动的价值"。

C) 偷换概念

cultivate the spirit of independence(培养独立精神)是常见的家务教育口号,但 Luthar 通篇没有谈 independence,她谈的是 household running(家庭运转),把焦点从"家庭"挪到了"个人独立"。

D) 过度推断

manage domestic affairs themselves 说孩子自己"管家务",反身代词 themselves 强调"独自",原文只说让家庭运转,从未要求孩子独立"打理家务",且年龄段也对不上。

53. What does Ron Lieber think should be the goal of giving children allowances?

- A) To help to strengthen family ties.
- B) To teach them how to manage money.
- C) To motivate them to do more housework.
- D) To show parents' appreciation of their help.

Ron Lieber认为给孩子零花钱的目标应该是什么?

- A) 帮助加强家庭纽带。
- B) 教他们如何管理金钱。
- C) 激励他们做更多家务。
- D) 表达父母对他们帮助感激。

【答案】 B (细节题)

【判型】 题干 What does Ron Lieber think should be the goal of giving children allowances? 直接问 Lieber 认为发零花钱的目的是什么,原文必有对应观点。

【拆句】 题干 What does Ron Lieber think should be the goal of giving children allowances? 是宾语从句嵌入疑问句的结构:What 实际是宾语从句 What should be the goal of giving children allowances 中的主语,Ron Lieber think 是插入语,giving children allowances 是动名词短语作 of 的宾语;结构稍复杂但无陷阱。

【定位】 Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about.

Luthar 的零花钱主张与作家 Ron Lieber 的主张一致,Lieber 建议把零花钱用作教孩子如何储蓄、给予以及在他们在意的事情上花钱的手段。

【选项】 A) **无中生有**

To help to strengthen family ties 说零花钱能加强家庭纽带,family ties(家庭纽带)在原文中无任何对应表述。

B) **✓ 正确**

showing children how to save, give, and spend on things they care about ↔

To teach them how to manage money

选项 To teach them how to manage money 把 save/give/spend 三者上位化为 manage money,与预判"教孩子理财"完全吻合。

C) **与原文相反**

To motivate them to do more housework 说零花钱用来"激励孩子多做家务",正是 Lieber 与 Luthar 共同反对的观点(原文末引文 not with the expectation of compensation),把他立场完全反转。

D) **偷换概念**

To show parents' appreciation of their help 说零花钱是为表达父母对孩子帮助的感谢,Lieber 谈的是"教孩子"而非"父母表达感激",方向完全错位。

54. What does David Lancy say about 18-month-olds?

- A) They have a natural instinct to help around the house.
- B) They are too young to request money for what they do.
- C) They should learn to understand family responsibilities.
- D) They need a little incentive to get involved in housework.

David Lancy对18个月大的孩子有什么看法?

- A) 他们有帮助做家务的天生本能。 B) 他们太小了,不应该为自己做的事要钱。
- C) 他们应该学会理解家庭责任。 D) 他们需要一点激励才能参与家务劳动。

【答案】 A (细节题)

【判型】 题干 What does David Lancy say about 18-month-olds? 直接问 Lancy 关于 18 个月孩子说了什么,原文必有出处。

【拆句】 题干 What does David Lancy say about 18-month-olds? 是 wh- 疑问句,主干是 What does David Lancy say,about 18-month-olds 是介词短语作 say 的对象状语,18-month-olds 是带连字符的复合名词,意为"18 个月大的孩子";结构平铺直叙。

【定位】 At about 18 months of age, Lancy says, most children become eager to help their parents, and in many cultures, they begin helping with housework at that age.

Lancy 说,大约 18 个月大时,大多数孩子就变得渴望帮父母,在许多文化中,他们就是从这个时候开始参与家务的。

【选项】 A) ✓ 正确

become eager to help their parents ↔ **have a natural instinct to help around the house**

选项 They have a natural instinct to help around the house 与预判"自发想帮父母做家务"完全吻合,natural instinct 把 eager 的强度感与自发性都吃下来了。

B) 无中生有

They are too young to request money for what they do 说他们太小不会要钱,too young to 是"太.....以至于不能"结构,原文从未谈 18 个月孩子是否"要钱",纯属脑补。

C) 偷换概念

They should learn to understand family responsibilities 用 should 提出应然主张,但原文 Lancy 是在描述 18 个月孩子"已经渴望帮忙"这一事实,而非主张他们"应该去理解家庭责任";动作主体也被悄悄换成了"教孩子去理解"。

D) 与原文相反

They need a little incentive to get involved in housework 说他们需要"一点激励"才参与家务,这恰是 Lancy 反对的观点;原文明确说他们 become eager to help,根本不需要外在 incentive,而文末 Lancy 又直接说 not to try to use money as an incentive。

55. What does David Lancy advise American parents to do?

- A) Set a good example for children in doing housework.
- B) Make children do housework without compensation.
- C) Teach children how to do housework.
- D) Accept children's early bids to help.

David Lancy建议美国家长做什么?

- A) 在做家务方面为孩子树立好榜样。
- B) 让孩子无偿做家务。
- C) 教孩子如何做家务。
- D) 接受孩子早期的帮忙意愿。

【答案】 D (细节题)

【判型】 题干 What does David Lancy advise American parents to do? 问 Lancy 给美国父母的建议,原文末尾必有明示建议句。

【拆句】 题干 What does David Lancy advise American parents to do? 是 wh- 疑问句,主干是 What does David Lancy advise,advise sb. to do sth. 是固定结构,American parents 是 advise 的宾语,to do 是不定式作宾补;What 实指 to do 后省去的动词宾语;结构平铺直叙。

【定位】 The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it.

对这个问题的解决办法,不是用钱当作做家务的激励,而是让孩子在他们真的想做家务的更早年龄就参与进来。

【选项】 A) 无中生有

Set a good example for children in doing housework 说父母要做榜样,原文从未谈 set a good example/role model 类内容,Lancy 谈的是"时机"而非"示范"。

B) 以偏概全

Make children do housework without compensation 说让孩子无偿做家务;without compensation 虽呼应了 Lieber 的 not with the expectation of compensation,但 Lancy 的核心建议不是"无偿",而是"趁早"(timing),把重点偏移到了"是否给钱"上。

C) 偷换概念

Teach children how to do housework 说教孩子"怎么做家务"的技能,原文重点是"何时让他们做"(timing)而非"如何教他们做"(skill);两者方向不同。

D) ✓ 正确

We deny our children's bids to help ↔ **Accept children's early bids to help**
get children involved in housework much earlier, when they actually want to do it ↔

Accept children's early bids to help

选项 Accept children's early bids to help 把 deny → accept 反义对换,early、bids to help 原词保留,与预判"趁早接住孩子主动"完全吻合。

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。

Although many parents believe that paying an allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal.

第1段，第4句

本句包含动名词作主语、宾语从句、同位语从句、让步状语从句等多种成分,且同位语从句与定语从句的辨析、动名词主语的识别都是常见易错点,训练价值较高。

Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about.

第2段，第3句

这句主干尚可抓住，但内层嵌套和建议式被动结构很有训练价值，难度也处在适合精讲的位置。对于结构和时态综合训练来说，属于值得优先练的一类句子。

They begin with very simple tasks, but their responsibilities gradually increase.

第3段，第4句

并列句是四六级和考研中常见的基础句型，but 引导的转折并列也较为典型，但本句结构过于简单，缺少常考的复杂修饰或嵌套特征。

"We deny our children's bids to help until they are 6 or 7 years old," Lancy says, "when many have lost the desire to help and then try to motivate them with payment. The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it."

第3段，第7句

本句的结构非常典型：主句 + 引语充当宾语从句，引语内部包含并列宾语从句和多个时间状语从句，这种 "say + 从句" 结构在四六级和考研阅读中极为常见。not... but... 并列、until 和 when 引导的状语从句、以及主系表结构配不定式作表语，都是高频句式。掌握本句的拆解方法后，学生可以直接迁移到大量类似真题句中。

It may not turn out to be the best thing to do.

第51题，C

"It + 情态动词 + 系动词 + 不定式" 的结构在四六级和考研阅读中频繁出现，是表达推测和判断的典型句式。掌握后可迁移到大量类似表达，具有较高的学习迁移价值。

They are too young to request money for what they do.

第54题，B

"too...to..." 结构和 "what" 引导的宾语从句都是考试中的常见句式，尤其是 "what" 在从句中充当成分的用法是四六级和考研的高频考点。本句结构具有较强的代表性和可迁移性。

They need a little incentive to get involved in housework.

第54题，D

简单句 + 不定式作后置定语的结构在四六级和考研真题中较为常见，具有一定代表性，但本句过于简短、修饰层次单薄，不如典型长难句那样能充分展现考试常见的复杂句式特征，典型性中等。

Set a good example for children in doing housework.

第55题，A

祈使句是常见句式，但考试中更多考查复杂陈述句或疑问句；本句结构简单直接，虽有一定代表性，但迁移价值不如含从句或特殊结构的句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 46 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。

chore B1

n. 家务活;日常杂务

本篇11次 · 真题 13 句

responsibility B1

n. 责任

本篇3次 · 真题 55 句

payment B1

n. 支付

本篇3次 · 真题 28 句

benefit B1

n. 好处

本篇2次 · 真题 169 句

expert B1

n. 专家

本篇2次 · 真题 89 句

household B1

n. 家庭

本篇2次 · 真题 33 句

motivate B2

v. 激励

本篇2次 · 真题 33 句

involved B1

adj. 参与的

本篇2次 · 真题 16 句

incentive B2

n. 激励

本篇2次·真题 12 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 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

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 105 句

average A2

adj. 平均的

本篇1次·真题 89 句

concern B1

v. 涉及

本篇1次·真题 79 句

desire B2

n. 愿望

本篇1次·真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 50 句

per B1

prep. 每

本篇1次·真题 49 句

range B1

n. 范围

本篇1次·真题 41 句

majority B2

n. 大多数, 大部分

本篇1次·真题 40 句

thinking A2

n. 思考

本篇1次·真题 40 句

solution B1

n. 解决办法

本篇1次·真题 38 句

labor B1

n. 劳动

本篇1次·真题 35 句

expectation B2

n. 期待, 预期

本篇1次·真题 34 句

cultivate B2

v. 培养, 发展 (技能、态度、关系等)

本篇1次·真题 31 句

means B2

n. 方法

本篇1次·真题 30 句

psychologist B2

n. 心理学家

本篇1次·真题 30 句

argument B1

n. 争论

本篇1次·真题 29 句

handle A2

v. 处理

本篇1次·真题 28 句

request B1

n. 请求

本篇1次·真题 26 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 25 句

instinct B2

n. 本能

本篇1次·真题 25 句

strengthen B2

v. 加强

本篇1次·真题 24 句

contrast B2

n. 对比

本篇1次·真题 22 句

gradually B1

adv. 逐渐地, 逐步地

本篇1次·真题 22 句

closely B1

adv. 紧密地

本篇1次·真题 21 句

worldwide B1

adj. 全世界的

本篇1次·真题 21 句

ideal B2

adj. 理想的

本篇1次·真题 20 句

vast B2

adj. 巨大的

本篇1次·真题 20 句

critic B2

n. 批评家

本篇1次·真题 18 句

nowadays B1

adv. 现在

本篇1次·真题 17 句

eager B1

adj. 热切的

本篇1次 · 真题 15 句

domestic B2

adj. 国内的

本篇1次 · 真题 13 句

deny B1

v. 否认

本篇1次 · 真题 11 句

undertake B2

v. 承担

本篇1次 · 真题 11 句

independence B2

n. 独立;自主

本篇1次 · 真题 9 句

affair B2

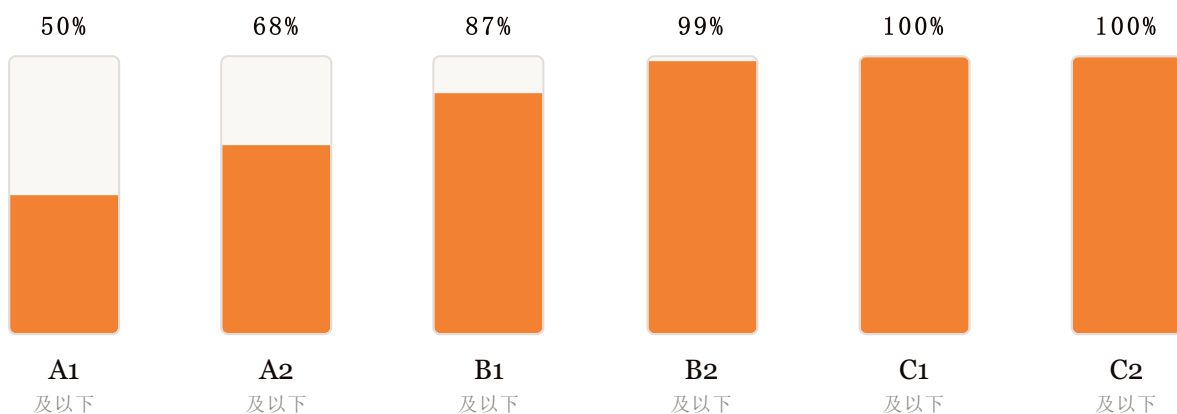
n. 事务

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 163 词按 CEFR 难度累积覆盖

全文去重后共 **163** 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 2 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 163 个 · 末柱为 100%

去重总词数

163

B2 以上难词

1%

B1 及以下覆盖

87%

英语四级 2020年9月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年9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 →

2020年9月·第2套英语四级汉译英（段落翻译）·中国茶文化简介 （传说+历史+现状） 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2020年9月·第2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2套(2020-09) • 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**.

茶拥有5000年的历史。传说，神农氏(Shen Nong)喝开水时，几片野树叶子落进壶里开水顿时散发出宜人的香味。他喝了几口，觉得很提神。茶就这样发现了。自此，茶在中国开始流行。茶园遍布全国，茶商变得富有。昂贵、雅致的茶具成了地位的象征。今天，茶不仅是一种健康的饮品，而且是中国文化的一个组成部分。越来越多的国际游客一边品茶，一边了解中国文化。

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。

Tea has a history of 5,000 years. It is said that, while Shen Nong was boiling water, several wild tea leaves fell into the pot, and the water immediately gave off a pleasant fragrance. He took a few sips and found it refreshing. Tea was thus discovered. Since then, tea began to gain popularity in China. Tea plantations spread across the country, and tea merchants became wealthy. Expensive and elegant tea sets became a symbol of status. Today, tea is not only a healthy drink but also an integral part of Chinese culture. An increasing number of international tourists learn about Chinese culture while sipping tea.

【衔接】句2-句3：用 He 承接 Shen Nong 避免重复

句2出现了 Shen Nong，句3 他喝了几口 用代词 He 承接，自然不重复——这是英文形合特征：同一主体在相邻句子里第二次出现时用代词指代。

句3-句4：用 thus 显化「因此」的隐含因果

他喝了几口，觉得很提神。茶就这样发现了。中文用「就这样」三个字暗示因果——他喝了觉得提神，因此茶就被发现了。英文译文 Tea was thus discovered 中的 thus 把这个因果显化出来，否则两句间会显得割裂。

句4-句5：用 Since then 把时间线串起来

茶就这样发现了。自此，茶在中国开始流行。两句之间的「自此」是时间衔接词，译 Since then 放句首引出后句，把传说时点与流行历程在时间轴上连起来。

句6-句7：用 Meanwhile / In addition 让繁荣景象层层递进

茶园遍布全国，茶商变得富有。昂贵、雅致的茶具成了地位的象征。这三个并列现象描述茶兴盛后的社会景象，英文译文之间可省略连接词、用句号分隔显得简练；若想更显化层次，可在句7前加 Meanwhile / In addition 引出，强调「同时还有这样的现象」。

句7-句8：用 Today 显化时态切换

前面六句都在讲历史（过去时），句8 今天 突然切到现状，Today 一词是关键过渡——它既是时间状语，也是时态从过去时切回现在时的信号灯，主体考生一定要写出来、放句首。

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】中国茶文化简介（传说+历史+现状）

整段以 茶拥有5000年的历史。开篇定调，属典型的「中国文化介绍类」短文：先讲茶的悠久历史与神农传说，再讲茶在中国流行后的繁荣景象 茶园遍布全国，茶商变得富有。，最后落到现状 今天，茶不仅是一种健康的饮品，而且是中国文化的一个组成部分。。语体是客观、平实的科普介绍，不带强烈情感色彩——这正是四级汉译英最常见的题材。

【时态】一般现在时（叙述传说与历史的句子用一般过去时）

全篇主体是介绍茶这一客观事实（开头 茶拥有5000年的历史。与结尾 今天，茶不仅是一种健康的饮品，而且是中国文化的一个组成部分。均为客观陈述），按「介绍/客观陈述→一般现在时」定主基调。中间讲神农传说与茶被发现、流行起来的那几句（传说，神农氏(Shen Nong)喝开水时、茶就这样发现了。）是历史叙事，按惯例切到一般过去时。这是「主基调 + 局部偏离」，主体考生只要记住「讲事实用现在时、讲故事用过去时」即可。

【译法】神农氏

原文已在 神农氏(Shen Nong) 处给出官方音译 Shen Nong，全篇统一用 Shen Nong，不要写成 Shennong / Sheng Nong / Emperor Shen Nong 等变体；首次出现可加同位语 a legendary Chinese emperor 帮助外国读者理解，后文若再出现只用 he 承接即可。

茶

贯穿全篇的核心词 茶 统一译作 tea（不可数名词，泛指饮品时不加冠词、不加复数；指「一杯茶」时才说 a cup of tea）。这是全篇出现频率最高的词，单复数与冠词必须前后一致。

茶园 / 茶商 / 茶具

三个由「茶」派生的文化词，全篇统一译法：茶园 → tea plantations（复数，表示遍布全国的多个茶园）；茶商 → tea merchants（复数，群体）；茶具 → tea sets / tea ware（指整套器具，用复数 tea sets 更稳）。固定下来后全篇不再换译法。

中国文化

中国文化 统一译作 Chinese culture（不可数，零冠词），结尾「中国文化的一个组成部分」译 an integral part of Chinese culture，与最后一句「了解中国文化」learn about Chinese culture 用词保持一致。

1. 茶拥有5000年的历史。

【主干】Tea has a history of 5,000 years（主语策略：原句主语）

中文主语 茶 直接对应英文 Tea；谓语「拥有」用 has；宾语「5000年的历史」译成 a history of 5,000 years。主干就是 Tea + has + a history of 5,000 years，一目了然。

【降级】简单句，无需降级

本句中文 茶拥有5000年的历史。 只有一个主谓宾，结构本就是英文的「主+谓+宾」式，不存在多余分句或修饰需要降级。直译为简单句即可。

【语法】时态

回指全篇基调用一般现在时——茶有 5000 年历史是「至今依然成立的客观事实」，不是过去某点的事，所以不是 had，而是 has。这是主体考生最常错的一处：一看到「历史」就想用过去时。

数字格式

5000 在正式书面英语里写作 5,000（千位分隔逗号），或拼作 five thousand 也可；不要写成 5000 years 不带逗号——四级评分对数字格式有要求。

冠词

「一段 5000 年的历史」是单数可数概念，用 a history of...；不要漏掉 a。

【译文】Tea has a history of 5,000 years.

2. 传说，神农氏(Shen Nong)喝开水时，几片野茶叶子落进壶里开水顿时散发出宜人的香味。

【主干】 **It is said that... 引出传说内容** (主语策略：形式主语it)

传说 不是真有人说，而是民间相传，用英文最地道的对应是 It is said that... (形式主语 it + 真正主语 that 从句)。从句内部主干则是「几片野茶叶子落进壶里」(Several wild tea leaves fell into the pot)，把后半句「开水顿时散发出宜人的香味」拆成并列的第二个主干 the boiling water immediately gave off a pleasant fragrance。整句骨架：It is said that, while Shen Nong was boiling water, several leaves fell into the pot, and the water immediately gave off a pleasant fragrance.

【降级】 **「喝开水时」降级为 while 状语从句；后半两句并列**

神农氏(Shen Nong)喝开水时 在中文里是时间状语，降级译成 while Shen Nong was boiling water (用 while + 过去进行时表示「正在.....的时候」)。注意「喝开水」按上下文是「烧/煮开水」——他在烧水准备喝，所以用 boiling water 比 drinking boiling water 更合事理(没人能直接「喝」滚烫的开水)。后半 几片野茶叶子落进壶里开水顿时散发出宜人的香味 是两件先后发生的事，用 and 并列两个简单句即可。

【语法】 **时态**

本句讲传说中已发生的事，整体偏离全篇基调切到一般过去时：It is said that 主句用现在时(传说至今仍在流传)，but that 从句内的动作 fell / gave off 用一般过去时，「正在烧水」用过去进行时 was boiling。这是「过去发生的偶然瞬间」的标准时态搭配。

动词选词

「散发香味」用 give off / emit a fragrance，不要写成 send out smell (smell 偏中性甚至偏负面)。「落进壶里」用 fall into the pot (fall 的过去式 fell)，别用 drop in (drop 偏「主动丢下」)。

单复数

几片野茶叶子 是复数，译 several wild tea leaves 时 leaves 必须用复数；前面 several 已示复数，更不能漏 s。

搭配/词义

喝开水时 中「开水」= boiling water (正在烧的水)，「喝开水」实际语境是「正在烧水准备喝」，所以译 while Shen Nong was boiling water 更贴事理；硬译成 drinking boiling water 不合常识。

【译文】 **It is said that, while Shen Nong was boiling water, several wild tea leaves fell into the pot, and the water immediately gave off a pleasant fragrance.**

3. 他喝了几口，觉得很提神。

【主干】 **He took a few sips and found it refreshing** (主语策略：原句主语)

中文主语 他(即神农氏)明确，直接译作 He；两个并列动作「喝了几口」「觉得很提神」译成两个并列谓语 took a few sips 与 found it refreshing。主干即 He + took ... and found ...。

【降级】 **「觉得很提神」用 find it + 形容词 结构**

觉得很提神 中文是「主观感受」，英文用 find it refreshing (find + 宾语 it 指代前面喝下去的茶 + 形容词补语 refreshing) 比直译 felt very refreshing 更地道。it 指代上一句出现过的开水/茶水，承接自然。

【语法】时态

继续传说叙事，沿用一般过去时：took / found 都用过去式，不要切回现在时。

量词

「喝了几口」用 take a few sips（一小口为 sip，可数；几小口用复数 sips）；不要译成 drink a little 或 drink some——sip 才能精确对应「一小口」。

选词

「提神」= refreshing（让人精神焕发）；不要用 exciting（兴奋）或 energetic（充满活力的，用来修饰人）。茶让人 refreshed 是固定搭配。

【译文】He took a few sips and found it refreshing.

4. 茶就这样发现了。

【主干】Tea was thus discovered（主语策略：转被动）

中文 茶就这样发现了。是典型无主句——发现茶的人是上句的神农氏，但本句省略了主语。英文不能省主语，须把动作的承受者 Tea 提为主语、改用被动语态：Tea was thus discovered.

【降级】简单被动句，无需降级

本句仅一个动作，被动改写后就是「主+系+过去分词」的简单被动句，没有多余成分需要降级。

【语法】时态/语态

传说叙事段，时态用一般过去时被动 was discovered（be 动词用 was，配合 Tea 单数）。注意不要写成 has been discovered（现在完成被动），那暗示「最近才发现」，与传说语境矛盾。

副词位置

「就这样」译 thus，放在 be 动词与过去分词之间：was thus discovered；放句首 Thus tea was discovered 也对，但放句末 Tea was discovered thus 偏书面老式，本句用中间位置最自然。

【译文】Tea was thus discovered.

5. 自此，茶在中国开始流行。

【主干】Tea began to gain popularity in China（主语策略：原句主语）

中文主语 茶 明确，直接用 Tea 作主语；谓语「开始流行」译 began to gain popularity / began to become popular；状语「在中国」用 in China 后置；「自此」用 Since then 句首引导。骨架：Since then, tea began to gain popularity in China.

【降级】简单句加时间状语

本句只有一个主谓宾结构，把「自此」提为 Since then 句首、「在中国」作 in China 句末，无须从句或非谓语。

【语法】时态

「自此开始流行」是传说之后、延续到现在的一段过程，可用一般过去时 began（强调开始那一刻）或现在完成时 has become / has been gaining popularity（强调延续至今）。本句用过去时 began 与上文「茶被发现」的叙事保持时间线一致，更易把握。

搭配

「开始流行」= begin to gain popularity / begin to become popular，不要写成 begin to popular（popular 是形容词，前面要 become/be）。这是主体考生最常犯的词性错——「流行」是形容词，不能直接跟 to 后。

连接词

「自此」= since then（since 后跟时间点，then 指代上文「茶被发现」那个时点）；不要写成 from this（不地道）或 from now（指代当下，与传说时点不符）。

【译文】 Since then, tea began to gain popularity in China.

6. 茶园遍布全国，茶商变得富有。

【主干】 两个并列分句各有自己的主谓（主语策略：原句主语）

中文 茶园遍布全国，茶商变得富有。 是两个独立分句：分句一主语 茶园→ Tea plantations，谓语「遍布全国」→ spread / were found across the country；分句二主语 茶商→ tea merchants，谓语「变得富有」→ became wealthy / rich。两个分句用 and 并列。

【降级】 用 and 并列两个简单句

两个分句信息平行（茶园多 + 茶商富），逻辑也是并列关系，直接用 and 连接两个简单句即可：Tea plantations spread across the country, and tea merchants became wealthy.

【语法】时态

沿用过去时讲历史演变：spread（过去式同 spread）/ became 都用过去时。注意 spread 的过去式和原形同形，主体考生易把它误写成 spreaded（错误）。

单复数

茶园 译 tea plantations 用复数（遍布全国意味着不止一个）；茶商 译 tea merchants 用复数（指群体）；谓语动词随复数主语，spread / became 在过去式形态上不变，但要意识到这是复数主语。

选词

「遍布」= spread across / be found throughout / appear all over，三选一即可，不要直译 everywhere（everywhere 是副词，搭配 are everywhere 太口语）。「富有」= wealthy / rich，wealthy 略正式更合书面语。

【译文】 Tea plantations spread across the country, and tea merchants became wealthy.

7. 昂贵、雅致的茶具成了地位的象征。

【主干】 Expensive and elegant tea sets became a symbol of status（主语策略：原句主语）

中文主语 昂贵、雅致的茶具→ Expensive and elegant tea sets（两个形容词用 and 连接前置修饰名词）；谓语「成了」→ became；表语「地位的象征」→ a symbol of status / a status symbol。骨架：Expensive and elegant tea sets became a symbol of status.

【降级】形容词前置修饰，简单句直出

两个形容词「昂贵、雅致」共同修饰「茶具」，英文按「形+形+名」前置即可：expensive and elegant tea sets。整句仍是简单的主系表结构。

【语法】时态

沿用过去时叙述历史现象：became (become 的过去式)。

冠词与单复数

茶具 是泛指（不止一套），用复数 tea sets 表泛指、不加冠词；表语「地位的象征」是单数概念，用 a symbol of status (a 不可漏)。这种「复数主语 + 单数表语」的搭配在英文里完全正确，不要因为主语是复数就把表语也改成复数 symbols。

选词

「雅致」= elegant / refined (elegant 最常用)；不要用 beautiful (仅「美」不含「精致」之义)。「地位象征」固定搭配 a symbol of status / a status symbol，两者都地道。

【译文】Expensive and elegant tea sets became a symbol of status.

8. 今天，茶不仅是一种健康的饮品，而且是中国文化的一个组成部分。

【主干】not only ... but also ... 的并列表语结构（主语策略：原句主语）

中文主语 茶 → Tea；用关联词 不仅.....而且..... 引出两个并列表语：「一种健康的饮品」→ a healthy drink/beverage、「中国文化的一个组成部分」→ an integral part of Chinese culture。英文固定结构 not only A but also B 承接。骨架：Today, tea is not only a healthy drink but also an integral part of Chinese culture.

【降级】并列两个表语共用一个系动词 is

not only ... but also ... 后接两个并列的名词短语作表语，系动词 is 只出现一次，不要写成 not only is ... but also is ... (除非倒装)。本句不倒装，直接 Tea is not only A but also B。

【语法】时态

讲述「今天」的现状，切回全篇基调一般现在时：is (不是 was)。这是从过去时叙事段落回到现在的明显信号——Today 一词就是时态切换的提示。

冠词

两个表语都是单数可数名词，前面冠词不可漏：a healthy drink (首音是辅音用 a)、an integral part (首音是元音用 an)。a vs an 由后面首音决定，主体考生别只看首字母。

搭配

「中国文化的一个组成部分」= an integral part of Chinese culture (integral = 不可或缺的、构成整体的)；也可用 an essential part / an important part。Chinese culture 不可数，前面不加 a/the。

【译文】Today, tea is not only a healthy drink but also an integral part of Chinese culture.

9. 越来越多的国际游客一边品茶，一边了解中国文化。

【主干】 An increasing number of international tourists learn about Chinese culture while sipping tea (主语策略：原句主语)

中文主语 越来越多的国际游客→ An increasing number of international tourists / More and more international tourists; 谓语动词有两个并列「品茶」「了解中国文化」，但中文「一边.....一边.....」表示「同时进行」，英文用 while 引导的从句把次要动作降级。主干：tourists learn about Chinese culture, 「品茶」降级为 while sipping tea 状语。

【降级】 次要动作降级为 while 状语从句

本句两个动作中，「了解中国文化」是目的与重点（呼应上句「中国文化的一部分」），「品茶」是同时进行的伴随动作，所以把后者降级为 while sipping tea 状语，前者作主句。这样既体现「同时」又突出了重点。

【语法】 时态

回到一般现在时：learn / sipping 都用现在时形态（sipping 是现在分词，本身不分时态，但句子主时态是现在时）。这与上句的 Today + is 保持一致。

主谓一致

主语 An increasing number of international tourists 中，of 短语前是 number（单数）但其后是复数概念，按习惯用法谓语取复数：tourists learn（不是 learns）。注意区分 the number of（取单数）与 a number of / an increasing number of（取复数）。这是主体考生最常错的主谓一致点之一。

选词

「品茶」用 sip tea / drink tea（sip 更精确，指小口品味）；「了解」用 learn about（指增长知识、了解信息），不要用 know about（know 偏「已经知道」，learn 才是「正在了解」）。

单复数

国际游客 用复数 international tourists（不是 tourist）；与前面 an increasing number of 复数概念一致。

【译文】 An increasing number of international tourists learn about Chinese culture while sipping tea.

英语四级 2020年9月·第2套 · 全卷构成

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