

2023年3月·第1套 英语四级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2023年3月·第1套 英语四级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第1套(2023-03) • 四级

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

Part II

Listening Comprehension

(25 minutes)

Section A

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

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

1 African leaders plan to turn the continent into a continent without borders. They will introduce a single passport policy, allowing free movement between countries. The idea from the African Union has been modeled on the EU Schengen free movement deal. Europe has abolished many internal borders. This enables visa-free movement across the continent. Currently, 13 African countries have visa-free deals in place with each other. These allow citizens to visit another country without a visa. Some countries offer visas on arrival. In contrast, Americans are able to travel to 20 of the continent's countries without a visa, or secure a visa on arrival. The African Union, which represents 54 states, wants to abolish the requirement of a visa for Africans visiting other African countries. It also wants to establish a free trade deal across the continent in the near future, as trade within the African continent costs more than any other region.

非洲领导人计划将该大陆变成一个无边界的大陆。他们将推行单一护照政策,允许各国之间自由流动。这一来自非洲联盟的想法是以欧盟申根自由流动协议为蓝本的。欧洲已经取消了许多内部边界,这使得整个大陆可以免签证自由流动。目前,13个非洲国家之间已经建立了免签证协议。这些协议允许公民无需签证即可访问另一个国家。一些国家提供落地签证。相比之下,美国人能够在无需签证或获得落地签证的情况下前往

该大陆的20个国家。代表54个国家的非洲联盟希望取消非洲人访问其他非洲国家的签证要求。它还希望在不久的将来在整个大陆建立自由贸易协定,因为非洲大陆内部的贸易成本高于任何其他地区。

1. A) A proposed policy allowing Africans to travel in Africa without a visa.
- B) An agreement among 13 African countries to set up a free-trade zone.
- C) A plan to invite all African countries to join the African Union.
- D) An important initiative to permit tourists to visit Africa without a visa.

【题目】 What is the news report mainly about?

【翻译】 这则新闻报道主要是关于什么的?

- A) 一项允许非洲人在非洲境内免签旅行的拟议政策。
- B) 13个非洲国家之间建立自由贸易区的协议。
- C) 一项邀请所有非洲国家加入非洲联盟的计划。
- D) 一项允许游客免签访问非洲的重要倡议。

【答案】 A (主旨题) A proposed policy allowing Africans to travel in Africa without a visa.

【定位】 African leaders plan to turn the continent into a continent without borders. They will introduce a single passport policy, allowing free movement between countries.

非洲各国领导人计划把整个非洲大陆变成一个没有边界的大陆。他们将推出统一护照政策,允许各国之间自由通行。

【信号】 开头点题即主旨。 新闻类听力的导语句几乎就是主旨句。African leaders plan to turn the continent into a continent without borders. 这一句开门见山讲"非洲领导人要让整个非洲免边界(即免签)",紧接着 They will introduce a single passport policy, allowing free movement between countries. 直接落到具体政策上——"政策+对象"全在这里。

【替换】 turn the continent into a continent without borders ↔ **travel in Africa without a visa**

"无边界"="免签通行"

allowing free movement between countries ↔ **Africans to travel in Africa**

free movement=travel

The African Union, which represents 54 states, wants to abolish the requirement of a visa for Africans visiting other African countries.

↔ **A proposed policy allowing Africans to travel in Africa without a visa.**

原文反复点 Africans+visa

【排除】 B) 原词陷阱

B 盗用了录音 Currently, 13 African countries have visa-free deals in place with each other. 里的 13 African countries 这个数字原词，但原文说的是"目前已有 13 国互相免签"，根本不是"13 国设立自贸区"——自贸区在原文里是另一桩"未来要做的事"，不限于 13 国。

借用原文：Currently, 13 African countries have visa-free deals in place with each other.

C) 原词陷阱

C 盗用了原文 The African Union, which represents 54 states (非盟代表 54 个国家) 中的 African Union 这一专名，制造"听到非盟就想选"的诱惑；但原文谈的是非盟"代表"54 国并推动免签自贸，根本没说要"邀请各国加入非盟"——加入与否不是本新闻的话题。

借用原文：The African Union, which represents 54 states

D) 张冠李戴

D 用 tourists 替换了原文里的 Africans——原文 Americans are able to travel to 20 of the continent's countries without a visa 是在拿"美国人（外来游客的代表）现状"与"非洲人现状"作对照，目的恰恰是说"非洲人反而不如外人方便、所以才要改"。把主体从"非洲人"偷换到"游客"，正好与新闻核心相反。

借用原文：Americans are able to travel to 20 of the continent's countries without a visa

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2. A) It will attract more investments from all over the world.
B) It will help many African countries reduce trade deficits.
C) It will reduce the cost of trade between African countries.
D) It will allow Africans to play a bigger role in world trade.

【题目】 What benefit will a free trade deal bring to African economy?

【翻译】 自由贸易协议将为非洲经济带来什么好处？

- A) 它将吸引来自世界各地的更多投资。 B) 它将帮助许多非洲国家减少贸易逆差。
C) 它将降低非洲国家之间的贸易成本。 D) 它将使非洲人在世界贸易中发挥更大作用。

【答案】 C (细节题) It will reduce the cost of trade between African countries.

【定位】 It also wants to establish a free trade deal across the continent in the near future, as trade within the African continent costs more than any other region.

(非盟) 还希望在不久的将来在整个非洲大陆建立自由贸易协定，因为目前非洲大陆内部的贸易成本比其他任何地区都要高。

【信号】 as 引出原因即落点。 答案句里出现因果信号词 as trade within the African continent costs more than any other region——as 在这里是"因为"。"自贸要解决的问题=非洲内部贸易最贵"，反过来推就是"自贸的好处=降低非洲内部贸易成本"。这就是听力"信号词后是落点"的典型用法。

【替换】 trade within the African continent costs more than any other region ↔
reduce the cost of trade between African countries

因果对调 + 反义改写

【排除】 A) **未提及**

录音通篇没提到 investment / invest 任何形式的词。A 听起来"很正确"是因为它符合考生对"自贸好处"的常识联想,但题目问的是录音里给出的好处,不是考生想到的好处。

B) **偷换概念**

B 用 trade deficits (贸易逆差) 替换了原文真正说的 trade costs (贸易成本)。“贸易成本”和“贸易逆差”是两个完全不同的经济概念——前者是“做生意要花多少钱”,后者是“进口比出口多多少”。选项利用了 trade 这个原词来诱选。

借用原文: trade within the African continent costs more than any other region

D) **过度推断**

D 说的 a bigger role in world trade (在世界贸易中扮演更大角色) 把范围从“非洲内部”扩到了“全世界”。原文里 free trade deal 限定的范围是 across the continent (在整个非洲大陆),目标是降低非洲国家之间的贸易成本,并未谈到非洲在世界贸易里的地位变化。

借用原文: establish a free trade deal across the continent

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

¹ Researchers in Iceland found a new way of tackling climate change by pumping carbon dioxide underground and turning it into stone. Other carbon capture and storage methods store carbon dioxide as a gas. But problems include a high cost and concern about leaks. This new method of burying carbon dioxide and turning it into stone is cheaper and more secure, the Guardian reports. To turn carbon dioxide into stone, researchers with the CarbFix project pumped the gas into volcanic rock and sped up the natural process, in which the volcanic rock reacts with gas and forms carbon minerals. The gas turned into solid in just two years, much faster than the hundreds or thousands of years researchers had predicted. The research took place at Iceland's Hellisheidi power plant. Already, the project in Iceland has been increased in scale to bury 10,000 tons of carbon dioxide each year. One potential difficulty is that for each ton of carbon dioxide buried, the technique requires 25 tons of water. However, the lead researcher said sea water could be used.

冰岛的研究人员发现了一种应对气候变化的新方法,即将二氧化碳泵入地下并将其转化为石头。其他碳捕获和储存方法以气体形式储存二氧化碳。但问题包括成本高昂以及对泄漏的担忧。据《卫报》报道,这种埋藏二氧化碳并将其转化为石头的新方法更便宜、更安全。为了将二氧化碳转化为石头,CarbFix项目的研究人员将气体泵入火山岩中,并加速了火山岩与气体反应形成碳矿物的自然过程。气体仅在两年内就转化为固体,远快于研究人员预测的数百年或数千年。该研究在冰岛的Hellisheidi发电厂进行。冰岛的该项目规模已经扩大,每年可埋藏10,000吨二氧化碳。一个潜在的困难是,每埋藏一吨二氧化碳,该技术需要25吨水。然而,首席研究员表示可以使用海水。

3. A) Cooling down volcanic rock with sea water.
B) Storing carbon dioxide underground as a gas.
C) Capturing carbon dioxide and burying it under the sea.
D) Pumping carbon dioxide underground to form stone.

【题目】 What new method has been developed to help fight climate change?

【翻译】 已经开发出什么新方法来帮助对抗气候变化?

- A) 用海水冷却火山岩。 B) 以气体形式将二氧化碳储存在地下。
C) 捕获二氧化碳并将其埋在海底。 D) 将二氧化碳泵入地下使其形成石头。

【答案】 D (细节题) Pumping carbon dioxide underground to form stone.

【定位】 Researchers in Iceland found a new way of tackling climate change by pumping carbon dioxide underground and turning it into stone.

冰岛的研究人员发现了一种应对气候变化的新方法：把二氧化碳泵入地下，将其变成石头。

【信号】 首句点题信号 a new way。Researchers in Iceland found a new way of tackling climate change 中的 found a new way 与题干 new method 形成同义对接，是新闻典型的开门见山首句点题，这一句直接承载新方法是什么的答案。

【替换】 pumping carbon dioxide underground ↔ Pumping carbon dioxide underground

原词同形复现

turning it into stone ↔ to form stone

turn into = form 的动词同义替换

【排除】 A) 原词陷阱

选项把录音里两处出现的 volcanic rock 与 sea water 拼成 cooling down volcanic rock with sea water，但录音从未说过冷却火山岩这件事，cooling 是凭空造的动作。

借用原文：pumped the gas into volcanic rock

B) 张冠李戴

录音原文 Other carbon capture and storage methods store carbon dioxide as a gas. 明确说把二氧化碳以气体形式储存是其他/已有方法，本则新闻要讲的恰恰是与之对照的新方法；选项 B 把旧方法当成新方法的答案，是典型张冠李戴。

借用原文：Other carbon capture and storage methods store carbon dioxide as a gas.

C) 偷换概念

录音说的是 burying carbon dioxide and turning it into stone，埋的地方是地下 (underground / volcanic rock)，但选项 C 写成 burying it under the sea，把地点偷换成海底；只是单词长得像，意思完全偏。

借用原文：burying carbon dioxide and turning it into stone

4. A) Lack of burying ground.
B) Long time for processing.
C) High consumption of water.
D) Enormous cost of energy.

【题目】 What is a potential difficulty in applying the new technique?

【翻译】 应用这项新技术的潜在困难是什么？

A) 缺乏掩埋场地。 B) 处理时间长。 C) 水消耗量大。 D) 能源成本巨大。

【答案】 C (细节题) High consumption of water.

【定位】 One potential difficulty is that for each ton of carbon dioxide buried, the technique requires 25 tons of water.

一个潜在的困难是，每埋藏一吨二氧化碳，这项技术需要 25 吨水。

【信号】 题干原词信号 **One potential difficulty**。One potential difficulty is that 与题干 potential difficulty 用词几乎完全一致，是录音替我们点出的答案句信号词；这是新闻收尾段最常见的转折/补充结构，信号词后那一句就是承载答案的句子。

【替换】 requires 25 tons of water ↔ **High consumption of water**

数量级 → 程度词，动词 → 名词化

for each ton of carbon dioxide buried, the technique requires 25 tons of water ↔

High consumption of water

1 : 25 比例支撑 High 这一判断

【排除】 A) **未提及**

录音并未提到埋藏地点不够这件事，反而提到 the project in Iceland has been increased in scale to bury 10,000 tons of carbon dioxide each year，说明埋藏规模在扩大，不是缺地的问题；选项 A 属于无中生有。

B) **与原文相反**

录音说的是 The gas turned into solid in just two years, much faster than the hundreds or thousands of years researchers had predicted., 明确强调这项技术比预期快得多，并不是耗时长；选项 B 取了 hundreds of years 这一原词却反了方向。

借用原文：The gas turned into solid in just two years, much faster than the hundreds or thousands of years researchers had predicted.

D) **原词陷阱**

录音里的 Other carbon capture and storage methods store carbon dioxide as a gas. But problems include a high cost and concern about leaks. 中的 high cost 是描述其他/旧方法的问题，且讲的是费用而非 energy；选项 D 把 cost 与 energy 拼到一起，既张冠李戴（说的是旧方法）、又偷换概念（cost ≠ energy）。

借用原文：problems include a high cost and concern about leaks

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

1 People in France are keeping away from the narrow French stick loaf in favour of healthier, cheaper options, a millers' association has said. The National Association of French Millers says bread consumption is on the decline, with French people eating nine grams less than in the previous year. The association is concerned about the effects this trend will have on their trade and suggests three reasons why it is happening.

法国一家磨坊协会表示,法国人正在远离细长的法式棍子面包,转而选择更健康、更便宜的食品。法国全国磨坊协会称,面包消费量正在下降,法国人的食用量比前一年减少了9克。该协会对这一趋势将对其行业产生的影响表示担忧,并提出了造成这种情况的三个原因。

2 Firstly, the association cited changing diets, in particular, the switch to those low in calories, as a factor in the reduction of bread consumption. This could explain why the difference in consumption between genders is so big. Nowadays, men eat an approximate average of 140 grams of bread daily, whereas women eat 80 to 90 grams. The second reason they say is lifestyle changes in the country, with people dedicating less time to breakfast when bread would traditionally be eaten with butter and jam. Finally, the rising cost of bread is considered to be a factor, with the price of a French stick loaf increasing by nearly 25% in the last 10 years.

首先,该协会指出饮食习惯的改变,特别是转向低热量饮食,是面包消费量减少的一个因素。这可以解释为什么性别之间的消费差异如此之大。如今,男性平均每天吃大约140克面包,而女性吃80到90克。他们所说的第二个原因是该国生活方式的变化,人们用于早餐的时间减少了,而早餐传统上会搭配黄油和果酱吃面包。最后,面包价格上涨被认为是一个因素,法式棍子面包的价格在过去10年中上涨了近25%。

5. A) It varies with the seasons.
B) It has been on the decline.
C) It has caused nationwide concern.
D) It is ninety grams daily on average.

【题目】 What does the news report say about French people's bread consumption?

【翻译】 新闻报道关于法国人面包消费量说了什么?

A) 它随季节变化。 B) 它一直在下降。 C) 它引起了全国关注。 D) 平均每天九十克。

【答案】 B (细节题) It has been on the decline.

【定位】 The National Association of French Millers says bread consumption is on the decline, with French people eating nine grams less than in the previous year.

法国全国磨坊主协会表示,面包消费正在下滑,法国人比前一年少吃了9克。

【信号】 权威主体+趋势动词直陈。The National Association of French Millers says bread consumption is on the decline 一句里,权威主体 says 引出对消费状况的直接断言, is on the decline 是清晰的趋势判定信号,是本题事实陈述题的典型答案句标志。

【替换】 bread consumption is on the decline ↔ It has been on the decline.

几乎原词直接对应

【排除】 A) 未提及

It varies with the seasons. 在录音里找不到任何 season/seasonal/winter/summer 之类的踪迹，属于完全凭空捏造的方向。

C)

录音里说 The association is concerned about the effects this trend will have on their trade，关注者是行业协会、关注对象是他们的生意，选项 nationwide concern 把范围扩大到了'全国关注'，是典型的范围/程度放大。

借用原文：The association is concerned about the effects this trend will have on their trade

D) 原词陷阱

录音里的 90 grams 出现在 women eat 80 to 90 grams，特指女性消费区间的上限，不是全体法国人的日均量；选项 It is ninety grams daily on average. 盗用了原文中的 90 grams 这个原词，却安到了'整体平均'头上，是典型原词陷阱。

借用原文：women eat 80 to 90 grams

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6. A) They emphasize food variety.
B) They prefer French stick loaves.
C) They do more cooking than men.
D) They favor diets lower in calories.

【题目】 What do we learn about French women from their port?

【翻译】 从报告中我们对法国女性了解到什么？

- A) 她们强调食物多样性。 B) 她们更喜欢法式长棍面包。 C) 她们比男性做更多的烹饪。
D) 她们偏爱低热量饮食。

【答案】 D (细节题) They favor diets lower in calories.

【定位】 Firstly, the association cited changing diets, in particular, the switch to those low in calories, as a factor in the reduction of bread consumption. This could explain why the difference in consumption between genders is so big. Nowadays, men eat an approximate average of 140 grams of bread daily, whereas women eat 80 to 90 grams.

首先，协会指出饮食结构的变化、特别是转向低卡饮食，是面包消费下降的一个原因。这或许能解释为什么男女之间的消费差距如此之大。如今男性日均吃约 140 克面包，而女性只吃 80 到 90 克。

【信号】 因果链 explain why+男女对比。 the switch to those low in calories 与 This could explain why the difference in consumption between genders is so big 通过 explain why 把低卡饮食与男女消费差异连成因果链，男性 140g/女性 80-90g 的对比正好印证女性更倾向低卡，这条因果链就是本题的答案信号。

【替换】 the switch to those low in calories ↔ **favor diets lower in calories**

the switch to=favor 的同义改写

women eat 80 to 90 grams ↔ **favor diets lower in calories**

对比数据印证偏好

【排除】 A)

They emphasize food variety. 在录音里找不到 variety/different kinds 之类的对应表达，属于无中生有。

B) **原词陷阱**

录音 People in France are keeping away from the narrow French stick loaf 明确说法国人是'远离'法棍，而 They prefer French stick loaves. 偷换为'偏爱'，方向正好相反，且盗用了 French stick loaves 这一原词制造熟悉感。

借用原文：People in France are keeping away from the narrow French stick loaf

C) **偷换概念**

They do more cooking than men. 在录音里完全没有 cook/cooking 的对应词，且男女对比的对象始终是'吃多少面包'而非'谁下厨'，属于编造对比维度。

7. A) They bake more bread at home.

B) They spend less time eating breakfast.

C) They eat more fruit than they used to.

D) They put jam instead of butter on bread.

【题目】 **What is said about lifestyle changes of the French people?**

【翻译】 关于法国人的生活方式变化说了什么？

A) 他们在家烤更多面包。 B) 他们吃早餐的时间更少了。 C) 他们比过去吃更多水果。

D) 他们在面包上涂果酱而不是黄油。

【答案】 **B** (细节题) They spend less time eating breakfast.

【定位】 The second reason they say is lifestyle changes in the country, with people dedicating less time to breakfast when bread would traditionally be eaten with butter and jam.

他们说的第二个原因是这个国家的生活方式发生了变化——人们花在早餐上的时间变少了，而早餐传统上是把面包配上黄油和果酱来吃的。

【信号】 **明示 lifestyle changes 标题句。** The second reason they say is lifestyle changes in the country 直接以 lifestyle changes 标题切入，紧接的 dedicating less time to breakfast 就是这条生活方式变化的具体内容，是本题答案句的明确信号。

【替换】 dedicating less time to breakfast ↔ **They spend less time eating breakfast.**

dedicate=spend 的同义替换

【排除】 A) 未提及

They bake more bread at home. 在录音里找不到 bake/at home 的踪迹，是无中生有的方向。

C)

eat more fruit than they used to 用了 used to 这种生活方式变化的常见框架来伪装，但 fruit 在录音里完全没出现，属于借框架编内容。

D) 原词陷阱

录音里 bread would traditionally be eaten with butter and jam 表明的是传统上面包是'同时'配黄油和果酱来吃，并不存在'用果酱取代黄油'。选项 put jam instead of butter on bread 盗用了 butter 和 jam 两个原词，又添加 instead of 制造一个原文没有的替换关系。

借用原文：bread would traditionally be eaten with butter and jam

Section B

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

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

1 W: Next, please.

W: 下一位，请。

2 M: Yes, I'd like to book two train tickets to London tomorrow morning, please.

M: 好的，我想订两张明天早上去伦敦的火车票。

3 W: Okay. What time would you like to go?

W: 好的。您想什么时候出发？

4 M: Well, after the rush hour, I think. We'd like to avoid the crowds if possible. So, probably sometime around 10 o'clock.

M: 嗯，我想在高峰期之后吧。如果可能的话，我们想避开人群。所以，大概10点左右吧。

5 W: No problem. Just give me a minute. There's one here at 9:47, then one at 10:12, and then a third at 10:26.

W: 没问题。稍等一下。这里有一班9点47分的，然后10点12分有一班，还有第三班10点26分的。

6 M: The one at 10:12 sounds good.

M: 10点12分那班听起来不错。

7 W: All right. Would you like to sit in first or second class?

W: 好的。您想坐头等舱还是二等舱？

8 M: Second class is fine. Thanks. Is there any chance we could have a window seat for one of those?

M: 二等舱就可以。谢谢。有没有可能给我们其中一个安排靠窗的座位?

9 W: No problem. And I've booked those seats next to each other for you. The total price is 36 pounds, 50 cents. Is there anything else?

W: 没问题。我已经给您订了相邻的座位。总价是36英镑50便士。还有其他需要吗?

10 M: Yes, actually, we'll be taking our bicycles with us. What is the arrangement for that? And will it cost extra?

M: 有的, 实际上我们会带着自行车一起去。这方面怎么安排? 需要额外收费吗?

11 W: It's no extra cost. The price will be the same. All you need to do is wait at the far end of the platform. When the train arrives, tell the train guard where you're going, and he will help you secure the bicycles in the last carriage and give you a ticket. Then you can walk down through the train to your carriage and take your seats. When you arrive in London, hand the ticket to the guard and he will return the bicycles to you.

W: 不需要额外费用。价格是一样的。您只需要在站台最远端等候。火车到达时, 告诉列车员您要去哪里, 他会帮您把自行车固定在最后一节车厢并给您一张票。然后您就可以穿过列车走到您的车厢就座。到达伦敦后, 把票交给列车员, 他会把自行车还给您。

12 M: Thank you for the information. That's very helpful.

M: 谢谢您提供的信息。非常有帮助。

8. A) After the rush hour.

B) Early in the morning.

C) As soon as possible.

D) Around lunch time.

【题目】 When would the man like to leave for London?

【翻译】 这位男士想什么时候出发去伦敦?

A) 高峰时段之后。 B) 一大早。 C) 越快越好。 D) 午餐时间前后。

【答案】 A (细节题) After the rush hour.

【定位】 Well, after the rush hour, I think. We'd like to avoid the crowds if possible. So, probably sometime around 10 o'clock.

嗯, 我想是早高峰之后吧。我们希望尽量避开人潮。所以大概十点钟左右。

【信号】 被问者的直接应答。前一句售票员问 What time would you like to go?, 紧接着男士开口 Well, after the rush hour, I think.——这是“问—答”结构里答的那一句, 是听力定位答案最稳的信号。

【替换】 after the rush hour ↔ **After the rush hour.**

原句原词整体回收

avoid the crowds ↔ **After the rush hour.**

因果同义印证

【排除】 B) **未提及**

录音里没有任何 early in the morning 的表述；恰恰相反，男士说 after the rush hour，明显是“避开早高峰”——选 B 等于把“早高峰之后”反着理解成“清早”。

C) **与原文相反**

As soon as possible. 与男士 after the rush hour avoid the crowds 的意思相反——他要的是错开高峰、不是越早越好。

借用原文：after the rush hour

D) **过度推断**

男士说 sometime around 10 o'clock，10 点不是午餐时间；选 D 是把“10 点”误推到 lunch time，属于对原词的过度引申。

借用原文：around 10 o'clock

9. A) Two first class seats.

B) Two seats together.

C) One window seat.

D) One seat near the exit.

【题目】 **What is the man's other request?**

【翻译】 这位男士的另一个要求是什么？

A) 两个头等座位。 B) 两个相邻座位。 C) 一个靠窗座位。 D) 一个靠近出口的座位。

【答案】 **C** (细节题) One window seat.

【定位】 Second class is fine. Thanks. Is there any chance we could have a window seat for one of those?

二等座就行，谢谢。其中一张能不能给我们安排一个靠窗的座位？

【信号】 **请求句 Is there any chance.** 男士在确认席别后用 Is there any chance we could have a window seat for one of those? 主动提出一个“额外要求”，这种请求句式是答案信号；前半 Second class is fine. 是先答售票员问题，真正的 other request 在 chance 之后。

【替换】 a window seat for one of those ↔ **One window seat.**

数量+席位类型逐项对齐

【排除】 A) 与原文相反

男士明确说 Second class is fine.——选的是二等座，不是头等座；A 项盗用了对话里讨论过的 first class 话题词，但极性反了。

借用原文：Second class is fine.

B) 张冠李戴

I've booked those seats next to each other for you. 是售票员主动给出的服务，不是男士提出的请求；B 项盗用了 next to each other = together 的语义，但来源不是男士——属于把售票员的话安到男士头上。

借用原文：I've booked those seats next to each other for you.

D) 未提及

One seat near the exit. 里的 exit 在录音中完全没念，属于凭常识或对窗口座位的反义臆造出的干扰项。

-
10. A) In the middle of the platform.
B) At the far end of the platform.
C) Behind the yellow line.
D) In the waiting room.

【题目】 Where should the man wait for the train?

【翻译】 这位男士应该在哪里等火车？

A) 在站台中间。 B) 在站台最远端。 C) 在黄线后面。 D) 在候车室。

【答案】 B (细节题) At the far end of the platform.

【定位】 All you need to do is wait at the far end of the platform.

你们要做的就是在站台的最远端等候。

【信号】 All you need to do 的指示句。 All you need to do is wait at the far end of the platform. 用 All you need to do 这种强调式的祈使指示句，等于给出一条明确指令，是答案信号；后面紧跟 When the train arrives, tell the train guard... 是补充流程，不是该等的地点。

【替换】 at the far end of the platform ↔ At the far end of the platform.

原句完整搬运

【排除】 A) 原词陷阱

录音只说在 the far end of the platform 等车，没有说 middle；A 项盗用了原文里的 platform 一词，把方位偷换成 middle。

借用原文：at the far end of the platform

C) 未提及

录音里完全没提 yellow line；这是日常乘车经验里的安全规则，主体考生容易凭母语常识硬选。

D) 未提及

录音里也没提 waiting room；男士被告知直接到 the far end of the platform 等车，不是去候车室。

11. A) Wait in a queue for his turn.

B) Go to the baggage claim area.

C) Pay an extra fee for the service.

D) Give the ticket to the train guard.

【题目】 What should the man do to collect the bicycles?

【翻译】 这位男士应该做什么来取自行车？

A) 排队等候轮到他。 B) 去行李提取区。 C) 为这项服务支付额外费用。

D) 把车票交给列车员。

【答案】 D (细节题) Give the ticket to the train guard.

【定位】 When you arrive in London, hand the ticket to the guard and he will return the bicycles to you.

等你们到了伦敦，把票交给乘务员，他会把自行车还给你们。

【信号】 When you arrive 的时间状语+祈使。 When you arrive in London, hand the ticket to the guard and he will return the bicycles to you. 这一句的 When you arrive in London 正好对应题干 to collect the bicycles 的"到达后"语境；hand the ticket 是祈使动词，他/还给你 是结果——这是地道的答案信号。

【替换】 hand the ticket to the guard ↔ **Give the ticket to the train guard.**

同义动词替换

he will return the bicycles to you ↔ **Give the ticket to the train guard.**

因果配套印证

【排除】 A) 未提及

录音里没有 wait in a queue 或类似的排队动作；A 项是凭常识"想象车站要排队"硬塞的。

B) 偷换概念

baggage claim area 是机场用语；录音里说的是 he will help you secure the bicycles in the last carriage——在火车最后一节车厢交接，不存在行李提取区。B 项盗用了与"取回"语义相似的航空场景词。

借用原文：he will help you secure the bicycles in the last carriage

C) 与原文相反

售票员明确说 It's no extra cost. The price will be the same.——不会再收额外费用；C 项却说要 pay an extra fee，与原文极性正相反。

借用原文：It's no extra cost.

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

1 M: Good morning. Our guest today is Karen Brook. Karen is the managing director of Cube Movie Theater, located on Underhill Road. Thank you for coming, Karen.

M: 早上好。我们今天的嘉宾是 Karen Brook。Karen 是位于 Underhill 路的 Cube 电影院的总经理。谢谢你来，Karen。

2 W: Thank you for having me.

W: 谢谢你们邀请我。

3 M: So, tell us about your cinema—Cube Movie Theater.

M: 那么，跟我们说说你的电影院——Cube 电影院吧。

4 W: Sure. Cube Movie Theater has been around now for 11 years. It's located in what used to be a hat factory.

W: 好的。Cube 电影院到现在已经有11年了。它位于以前的一家帽子工厂里。

5 M: Oh, really?

M: 哦，真的吗？

6 W: Yeah. There used to be many hat factories in Britain until around the 1950s, but fashion changed and most people stopped wearing hats. So practically all of those factories had to close down. This one, in particular, was closed for 47 years before we transformed it into a movie theater.

W: 是的。英国在20世纪50年代之前有很多帽子工厂，但后来时尚改变了，大多数人不再戴帽子了。所以几乎所有这些工厂都不得不关闭。这家工厂关闭了47年，之后我们才把它改造成了电影院。

7 M: I see. I hear there's something else that makes your theater special. What is it that sets you apart from other theaters?

M: 我明白了。我听说还有其他东西让你们的电影院很特别。是什么让你们与其他电影院不同呢？

8 W: We are the only movie theater in the whole country that only shows foreign movies.

W: 我们是全国唯一一家只放映外国电影的电影院。

9 M: Is there enough demand for that? I would have thought that in London, most people don't speak foreign languages.

M: 有足够的需求吗?我原以为在伦敦,大多数人不会说外语。

10 W: Sure, there's enough demand. The fact that we have been open and in business for all these years proves it. London is a very large and international city. There are lots of people interested in watching such movies. Furthermore, I might add, all movies come with English text at the bottom of the screen. So even if you don't understand what the actors say, you can still read it.

W: 当然,有足够的需求。我们这些年一直开业营业的事实就证明了这一点。伦敦是一个非常大而且国际化的城市。有很多人对观看这类电影感兴趣。而且,我还要补充一点,所有电影在屏幕底部都配有英文字幕。所以即使你听不懂演员在说什么,你仍然可以阅读字幕。

11 M: Of course. What movie are you showing right now?

M: 当然。你们现在正在放映什么电影?

12 W: This week we're showing a musical from Pakistan. It's very popular.

W: 这周我们正在放映一部来自巴基斯坦的音乐片。非常受欢迎。

12. A) Almost all of them were operating at a deficit.

B) They have all been turned into movie theatres.

C) Nearly all of them closed down decades ago.

D) They have adapted to meet fashion changes.

【题目】 What do we learn about hat factories in Britain?

【翻译】 关于英国的帽子工厂,我们了解到什么?

A) 它们几乎全都在亏损经营。 B) 它们全都被改造成电影院。

C) 它们几乎全都在几十年前就关闭了。 D) 它们已经适应了时尚变化。

【答案】 C (细节题) Nearly all of them closed down decades ago.

【定位】 There used to be many hat factories in Britain until around the 1950s, but fashion changed and most people stopped wearing hats. So practically all of those factories had to close down.

英国曾经有很多帽厂,一直延续到1950年代左右;但后来潮流变了,大多数人不再戴帽子,所以那些工厂几乎全都倒闭了。

【信号】 but + So 的双重连接信号。 but fashion changed 的 but 把话题从「曾经繁荣」掰向「后来衰落」,紧接 So practically all of those factories had to close down. 的 So 又把因果一锤定音——「but 转折 + So 结论」这一组连贯信号,正是答案句的标志。

【替换】 practically all of those factories had to close down ↔

Nearly all of them closed down decades ago.

practically ≈ nearly, 1950s = decades ago

【排除】A) 未提及

录音从头到尾没提帽厂亏损的事, Almost all of them were operating at a deficit. 是把「衰落」这个事实换成了「亏损」这个具体的财务原因, 原文并未给出。

B) 原词陷阱

They have all been turned into movie theatres. 盗用了 we transformed it into a movie theater 中「改造成电影院」的措辞——但录音明说这件事只发生在「这一家」帽厂 (This one, in particular, was closed for 47 years before we transformed it into a movie theater.) , 把单数案例扩大到全部, 是典型张冠李戴。

借用原文: This one, in particular, was closed for 47 years before we transformed it into a movie theater.

D) 与原文相反

录音说 fashion changed and most people stopped wearing hats 才导致工厂关门——是被潮流「抛弃」, 而非 They have adapted to meet fashion changes. 所说的「成功顺应潮流」, 极性正好相反。

借用原文: fashion changed and most people stopped wearing hats

13. A) It shows foreign movies exclusively.

B) It shows movies from the 1950s.

C) It is the oldest theatre in London.

D) It is located next to a hat factory.

【题目】What is special about Cube Movie Theater?

【翻译】Cube电影院有什么特别之处?

A) 它专门放映外国电影。 B) 它放映20世纪50年代的电影。

C) 它是伦敦最古老的电影院。 D) 它位于一家帽子工厂旁边。

【答案】A (细节题) It shows foreign movies exclusively.

【定位】We are the only movie theater in the whole country that only shows foreign movies.

我们是全国唯一一家只放外语电影的影院。

【信号】the only + only 双重独家信号。the only movie theater in the whole country 用 the only 给独特性钉了第一颗钉子, that only shows foreign movies 又用 only 把范围进一步缩死——「the only ... only」这种双重限定, 是答案句最强的信号。

【替换】only shows foreign movies ↔ It shows foreign movies exclusively.

only ↔ exclusively 的同义替换

【排除】 B) 原词陷阱

It shows movies from the 1950s. 把第 12 题里出现过的 until around the 1950s 这个时间数字盗过来当影院题材，制造「听到 1950s 就想选」的诱惑——可 1950s 在录音里讲的是「帽厂的年代」，而非影院上映的电影年代，是典型的张冠李戴。

借用原文：until around the 1950s

C) 未提及

It is the oldest theatre in London. 录音里压根没提「最老」，反而说 Cube Movie Theater has been around now for 11 years.——只有 11 年的影院显然算不上 oldest.

借用原文：Cube Movie Theater has been around now for 11 years.

D) 原词陷阱

It is located next to a hat factory. 利用了录音里 It's located in what used to be a hat factory. 的措辞——但原文说的是「影院开在原先的帽厂里」，next to (紧邻) 与 in what used to be (开在旧址里) 位置关系完全不同，是典型的偷换位置概念。

借用原文：It's located in what used to be a hat factory.

-
14. A) They wear hats on social occasions.
B) They don't speak foreign languages.
C) They enjoy watching foreign movies.
D) They don't go to movie theatres often.

【题目】 What does the man say about most people in London?

【翻译】 关于伦敦的大多数人，这位男士说了什么？

- A) 他们在社交场合戴帽子。 B) 他们不会说外语。 C) 他们喜欢看外国电影。
D) 他们不常去电影院。

【答案】 B (细节题) They don't speak foreign languages.

【定位】 Is there enough demand for that? I would have thought that in London, most people don't speak foreign languages.

这种电影真有那么多人看吗？我本以为伦敦的大多数人是懂外语的。

【信号】 I would have thought + most people don't 的观点信号。 I would have thought that ... 是男方亮出自己看法的标志性结构，紧跟其后的 most people don't speak foreign languages 就是他对伦敦多数人的判断——「I thought / I would have thought」之后那句是观点句，必抓。

【替换】 most people don't speak foreign languages ↔ They don't speak foreign languages.

几乎原句对原句，主语等值替换

【排除】 A) 原词陷阱

They wear hats on social occasions. 利用录音里反复出现的 most people stopped wearing hats 这个词组制造熟悉感——但原文是说英国人「不再戴帽」，并非「在社交场合戴帽」，且这句话是关于「英国人对帽子的态度」，不是「伦敦人对外语的态度」，话题与说话人都对不上。

借用原文：most people stopped wearing hats

C) 与原文相反

They enjoy watching foreign movies. 的极性正好和男方观点相反——男方明说 most people don't speak foreign languages，正是在质疑「demand 够不够」，而非肯定他们爱看外语片；而后女方才反驳说外语片仍有市场，但那是女方的话，不是男方的。

借用原文：most people don't speak foreign languages

D) 未提及

They don't go to movie theatres often. 是关于伦敦人「去影院频率」的描述，录音里从未提及伦敦人「常不常去影院」，属于无中生有。

-
15. A) They are meant mostly for immigrants.
B) They attract large crowds of young Londoners.
C) They are hard for English people to appreciate.
D) They have an English translation on the screen.

【题目】 What does the woman say about foreign movies shown in London?

【翻译】 关于在伦敦放映的外国电影，这位女士说了什么？

- A) 它们主要是为移民准备的。 B) 它们吸引大批年轻的伦敦人。
C) 它们对英国人来说很难欣赏。 D) 它们在屏幕上有英文翻译。

【答案】 D (细节题) They have an English translation on the screen.

【定位】 Furthermore, I might add, all movies come with English text at the bottom of the screen. So even if you don't understand what the actors say, you can still read it.

另外我得补一句，所有的电影都在屏幕下方配有英文文字，所以哪怕听不懂演员说什么，你也能读字幕。

【信号】 Furthermore + I might add 的补充强调信号。 女方一连用 Furthermore 和 I might add 两个补充强调标志把这条信息推到台前，紧跟其后给出「屏幕下方有英文」这一具体事实——「Furthermore + I might add」组合是答主特别想让人记住的那一句的信号灯。

【替换】 all movies come with English text at the bottom of the screen ↔

They have an English translation on the screen.

English text ↔ English translation; at the bottom of the screen ↔ on the screen

even if you don't understand what the actors say, you can still read it ↔

They have an English translation on the screen.

补充句佐证字幕功能

【排除】 A) 未提及

They are meant mostly for immigrants. 把外语片的受众限定为「移民」，录音里完全没出现 immigrants 这个话题，是凭常识脑补出来的无中生有。

B) 原词陷阱

They attract large crowds of young Londoners. 利用了录音中 lots of people interested in watching such movies 与 London 的搭配——但原文只说「有很多人感兴趣」，并未限定为「年轻伦敦人」；选项把宽泛的 lots of people 偷换成具体的 young Londoners，加了原文没有的修饰语 young。

借用原文：lots of people interested in watching such movies

C) 与原文相反

They are hard for English people to appreciate. 的极性和女方观点相反——女方一直在反驳「外语片在伦敦没人看」的怀疑，强调 there's enough demand 和 lots of people interested，没有任何「难以欣赏」的意思。

借用原文：there's enough demand

Section C

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

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

1 Love them or hate them, smartphones have become an integral part of our daily lives. But should they be left outside the classroom?

无论喜欢还是讨厌，智能手机已经成为我们日常生活中不可或缺的一部分。但它们应该被拒之于课堂之外吗？

2 Nick Gibb, Minister for School Standards in England, believes schools should ban their pupils from bringing in smartphones.

英格兰学校标准大臣Nick Gibb认为，学校应该禁止学生携带智能手机。

3 Astrid Natley, a secondary school math teacher, incorporates phones into her classroom. "My school doesn't have money for tablets," she says. "When students use their phones for research, they learn they have a powerful tool in their hands. If we stop children using phones, we're rejecting something they care about."

中学数学教师Astrid Natley在课堂上使用手机。她说："我的学校没有钱买平板电脑。当学生用手机做研究时，他们会意识到自己手中握有一个强大的工具。如果我们禁止孩子使用手机，我们就是在拒绝他们关心的东西。"

4 Meanwhile, Helen Lockhart, a registered nurse working for community education, supports a complete ban. "I'm banned from mobile use at work, and my phone must be handed in. If I'm caught with it in

my pocket, I will be subject to disciplinary procedure, which will impact on my career. We need to teach children how to behave like the professionals they are striving to become."

与此同时,在社区教育部门工作的注册护士Helen Lockhart支持全面禁止。"我在工作时被禁止使用手机,而且必须上交手机。如果我被发现口袋里有手机,我将受到纪律处分,这会影响我的职业生涯。我们需要教会孩子们如何表现得像他们努力成为的专业人士。"

5 Richard Stone, an English teacher, thinks there should be a clear separation between school and home. "Students should do things differently in the two environments. Children are getting more than enough screen time in their lives without the need to bring their phone into the classroom. The internet is too easy and too unreliable a research tool, so let's leave phones and laptops at home, and show them a different world in their lessons—one of books and pens," he says.

英语教师Richard Stone认为学校和家庭之间应该有明确的界限。"学生在这两种环境中应该做不同的事情。孩子们在生活中已经有足够多的屏幕时间,没有必要把手机带进课堂。互联网作为研究工具过于便捷且不够可靠,所以让我们把手机和笔记本电脑留在家,在课堂上向他们展示一个不同的世界——一个书本和笔的世界。"他说。

16. A) She doesn't think smartphones can replace tablets.

B) She incorporates smartphones into her teaching.

C) She cannot stop children using smartphones.

D) She regards smartphones as a distraction.

【题目】 What do we learn about Astrid Natley, a secondary school math teacher?

【翻译】 关于中学数学教师Astrid Natley, 我们了解到什么?

A) 她认为智能手机无法替代平板电脑。 B) 她将智能手机融入她的教学中。

C) 她无法阻止孩子们使用智能手机。 D) 她认为智能手机会分散注意力。

【答案】 B (细节题) She incorporates smartphones into her teaching.

【定位】 Astrid Natley, a secondary school math teacher, incorporates phones into her classroom.

Astrid Natley是一位中学数学老师,她把手机融入到了自己的课堂里。

【信号】 人物登场首句即定调。原文Astrid Natley, a secondary school math teacher, incorporates phones into her classroom.是该人物在文中首次出现的那句话,篇章独白介绍人物时通常"姓名+身份+核心做法"一句话点题,这种"登场首句"就是关于该人物事实的答案信号。

【替换】 incorporates phones into her classroom ↔ incorporates smartphones into her teaching

phones=smartphones、classroom≈teaching

【排除】 A) 原词陷阱

录音里她说My school doesn't have money for tablets, 意思是"学校没钱买平板, 所以才用手机", 盗用了原文的tablets一词, 做成"她不认为手机能替代平板"这种相反观点, 属于原词陷阱+与原文相反。

借用原文: My school doesn't have money for tablets

C) 偷换概念

录音If we stop children using phones, we're rejecting something they care about. 是"如果我们阻止孩子用手机, 等于拒绝他们在乎的东西"——是"不愿阻止"的价值判断; 选项She cannot stop children using smartphones.盗用stop children using phones原词, 却换成"无法阻止", 偷换了情态。

借用原文: If we stop children using phones, we're rejecting something they care about.

D) 与原文相反

原文她把手机视为a powerful tool in their hands, 是正面评价; 选项She regards smartphones as a distraction.却说她把手机视为"干扰", 立场与原文相反。

借用原文: a powerful tool in their hands

-
17. A) To enforce school discipline.
B) To make students concentrate.
C) To help children grow up to be professionals.
D) To cultivate children's good study habits.

【题目】 Why does Helen Lockhart, a registered nurse, support a complete ban on smartphone use in the classroom?

【翻译】 注册护士Helen Lockhart为什么支持在课堂上完全禁止使用智能手机?

- A) 为了执行学校纪律。 B) 为了让学生集中注意力。
C) 为了帮助孩子们成长为专业人士。 D) 为了培养孩子们良好的学习习惯。

【答案】 C (细节题) To help children grow up to be professionals.

【定位】 We need to teach children how to behave like the professionals they are striving to become.
我们需要教孩子们像他们将来要努力成为的那些专业人士一样去行事。

【信号】 段尾"need to"目的陈述。 原文We need to teach children how to behave like the professionals they are striving to become.位于Helen段落末尾, 以We need to开头的句子是她整段论证的结论与目的——"need to"是表目的的强信号词, 是答案信号。

【替换】 teach children how to behave like the professionals they are striving to become ↔
To help children grow up to be professionals
behave like professionals=grow up to be professionals

【排除】 A) 原词陷阱

录音I will be subject to disciplinary procedure是她讲自己工作场所的纪律后果，作为引出"教孩子像专业人士"目的的铺垫；选项To enforce school discipline.盗用disciplinary原词，扭成"她支持禁手机的目的是维护校纪"，张冠李戴。

借用原文：I will be subject to disciplinary procedure

B) 未提及

录音里Helen段没有任何关于concentration/focus/attention的表述，选项To make students concentrate.是听上去合理但原文未提及的干扰项。

D) 未提及

录音里Helen段没有提到study habits或类似的"养成学习习惯"，选项To cultivate children's good study habits.是另一个"听上去禁手机的合理理由"，属于未提及陷阱。

-
18. A) Use books and pens only.
B) Cut down their screen time.
C) Make full use of electronic devices.
D) Learn to use the internet for research.

【题目】 What should students do in the classroom according to Richard Stone, an English teacher?

【翻译】 根据英语教师Richard Stone的说法，学生在课堂上应该做什么？

- A) 只使用书本和笔。 B) 减少他们的屏幕使用时间。 C) 充分利用电子设备。
D) 学习使用互联网进行研究。

【答案】 A (细节题) Use books and pens only.

【定位】 so let's leave phones and laptops at home, and show them a different world in their lessons—one of books and pens

所以让我们把手机和笔记本电脑都留在家，在课堂上向他们展示一个不一样的世界——一个由书本和钢笔构成的世界。

【信号】 let's+破折号定义结论句。 原文so let's leave phones and laptops at home, and show them a different world in their lessons—one of books and pens以"so let's..."建议式结构开头，又用破折号引出对"a different world"的同位语解释"one of books and pens"——这是典型的"结论+具象化"信号，是答案句。

【替换】 leave phones and laptops at home ↔ Use books and pens only

把手机和电脑留家=不用电子设备

show them a different world in their lessons—one of books and pens ↔ Use books and pens only

books and pens的世界=只用书本和钢笔

【排除】 B) 原词陷阱

录音Children are getting more than enough screen time in their lives without the need to bring their phone into the classroom.提到screen time, 是Richard用以解释"为什么不该带手机进课堂"的背景论据, 并非他对学生课堂行为的主张; 选项Cut down their screen time.盗用screen time原词来制造听到就想选的诱惑。

借用原文: Children are getting more than enough screen time in their lives without the need to bring their phone into the classroom.

C) 与原文相反

Richard明确主张let's leave phones and laptops at home, 是反对在课堂用电子设备; 选项Make full use of electronic devices.反过来说"充分利用电子设备", 立场反向。

借用原文: let's leave phones and laptops at home

D) 与原文相反

录音The internet is too easy and too unreliable a research tool里, Richard明明在批评"互联网作为研究工具太简单、太不可靠"; 选项Learn to use the internet for research.盗用internet、research原词, 反过来说"学会用网做研究", 立场翻转。

借用原文: The internet is too easy and too unreliable a research tool

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

1 Kate, a six-year-old girl, helped her brother wash windows to get a reward promised by her mother, a purple doll that she wanted. She watched her mother order the doll online. The next day Kate asked if she could check the shipping status, so her mom clicked on the web page and then walked out of the room. Kate saw that her doll would be arriving the next afternoon, but then she noticed something else, suggestions about other dolls and toys she could order. 15 minutes and a few clicks later, with more than \$350 worth of dolls in her cart, Kate placed the order and ran off to play.

六岁女孩Kate帮哥哥擦窗户, 以获得母亲承诺的奖励——她想要的一个紫色玩偶。她看着母亲在网上订购这个玩偶。第二天Kate问能否查看物流状态, 于是她妈妈点开网页后走出了房间。Kate看到她的玩偶将在第二天下午送达, 但随后她注意到了别的东西——关于她可以订购的其他玩偶和玩具的推荐。15分钟和几次点击之后, 购物车里装着价值超过350美元的玩偶, Kate下了单并跑去玩了。

2 The next day, while checking on another online order, her mother noticed a long list of dolls on the way. She was able to cancel two of them, but it was too late to cancel the rest. She told her daughter that they were going to be returned. When the packages arrived, Kate wanted to open them, but her parents said no. Instead of sending back the dolls, her father suggested giving them to the local children's hospital. So the next week, Kate's family loaded up their car and took all the dolls to the playroom at the children's hospital. Kate was depressed at first, but then she sat with some girl patients and they opened up all the boxes together, laughing and playing. She had a lot of fun and learned a really good lesson.

第二天, 在查看另一个网上订单时, 她母亲注意到了一长串在途的玩偶。她能够取消其中两个, 但已经来不及取消其余的了。她告诉女儿这些玩偶将被退回。当包裹到达时, Kate想打开它们, 但她父母说不行。她父亲建议把玩偶送给当地儿童医院, 而不是退回去。于是下周, Kate一家装满了他们的车, 把所有玩偶

送到了儿童医院的游戏室。Kate起初很沮丧，但随后她和几个住院的女孩坐在一起，她们一起打开了所有盒子，笑着玩着。她玩得很开心，并学到了非常好的一课。

19. A) By cleaning the kitchen floor.
B) By looking after her baby brother.
C) By helping her mother do the dishes.
D) By helping her brother wash windows.

【题目】 How did Kate earn the reward from her mother?

【翻译】 Kate 是如何从她母亲那里获得奖励的？

- A) 通过清洁厨房地板。 B) 通过照顾她的小弟弟。 C) 通过帮助她母亲洗碗。
D) 通过帮助她弟弟擦窗户。

【答案】 D (细节题) By helping her brother wash windows.

【定位】 Kate, a six-year-old girl, helped her brother wash windows to get a reward promised by her mother, a purple doll that she wanted.

凯特，一个六岁的小女孩，帮哥哥擦窗户，为的是拿到妈妈答应奖励——一只她想要的紫色娃娃。

【信号】 to get a reward 的目的状语。helped her brother wash windows to get a reward promised by her mother 这句里 to get a reward 是目的状语，前面的动作 (helped her brother wash windows) 就是为了拿奖励而做的事，正是题目问的 how earn the reward。

【替换】 helped her brother wash windows ↔ helping her brother wash windows

几乎原词复现，仅时态变形

【排除】 A) 未提及

By cleaning the kitchen floor. 是常见家务但录音里完全没提，属于未提及型干扰，专骗那些把做家务挣奖励脑补成打扫卫生的考生。

B) 原词陷阱

By looking after her baby brother. 盗用了录音里的 brother 一词制造熟感，但录音里说的是 helped her brother wash windows，是凯特帮哥哥，而不是照看弟弟。

借用原文：helped her brother wash windows

C) 原词陷阱

By helping her mother do the dishes. 蹭了录音里 helped 与为妈妈做事的氛围，但录音里凯特帮的是 brother、做的是 wash windows，不是帮 mother do the dishes。

借用原文：promised by her mother

20. A) She ordered a large number of dolls.
B) She checked if a purple doll was ordered.
C) She mistakenly canceled her mom's order.
D) She ordered a more expensive doll instead.

【题目】 What did Kate do after her mother left the room?

【翻译】 Kate 的母亲离开房间后她做了什么？

- A) 她订购了大量娃娃。 B) 她查看是否订购了紫色娃娃。
C) 她错误地取消了她妈妈的订单。 D) 她订购了一个更贵的娃娃。

【答案】 A (细节题) She ordered a large number of dolls.

【定位】 15 minutes and a few clicks later, with more than \$350 worth of dolls in her cart, Kate placed the order and ran off to play.

15 分钟和几次点击之后，购物车里装着价值 350 多美元的娃娃，凯特下了单，跑去玩了。

【信号】 总结性结尾句加数量爆炸。 15 minutes and a few clicks later, with more than \$350 worth of dolls in her cart, Kate placed the order 这句是这一段动作的收束句，350 美元、placed the order 几个反常细节直接交代了凯特在妈妈走后做了什么——她下了一大堆娃娃的订单。这种数量或价格爆表的细节，几乎一定是答案信号。

【替换】 more than \$350 worth of dolls in her cart ↔ **She ordered a large number of dolls.**

数量上的同义改写

Kate placed the order ↔ **She ordered a large number of dolls.**

动词短语到单动词的等值替换

【排除】 B) 原词陷阱

She checked if a purple doll was ordered. 盗用了录音里 purple doll 和 check the shipping status 制造她检查了紫娃娃订单的幻觉，但录音里 check 的是 shipping status (物流)，而且那是动作的起点不是后果，她做了什么的真正答案是后面的下单。

借用原文：Kate asked if she could check the shipping status

C) 张冠李戴

She mistakenly canceled her mom's order. 录音里恰恰是 cancel 这个词出现了，但执行者是妈妈第二天才取消的两单，不是凯特；凯特做的事是反方向的加单。

借用原文：She was able to cancel two of them

D) 偷换概念

She ordered a more expensive doll instead. 录音里凯特的问题不是换了一只更贵的，而是在原本一只之外又加了一大堆，重点是数量爆炸而不是单只价格升级，是过度推断式的偏移。

借用原文：more than \$350 worth of dolls in her cart

21. A) They asked the children's hospital to pick them.
B) They took all of them to the children's hospital.
C) They opened all of them one by one.
D) They discussed where to keep them.

【题目】 What did Kate's family do after the packages arrived?

【翻译】 包裹到达后 Kate 一家做了什么？

- A) 他们请儿童医院来取这些包裹。 B) 他们把所有包裹带到了儿童医院。
C) 他们逐一打开了所有包裹。 D) 他们讨论了把这些包裹放在哪里。

【答案】 B (细节题) They took all of them to the children's hospital.

【定位】 Instead of sending back the dolls, her father suggested giving them to the local children's hospital. So the next week, Kate's family loaded up their car and took all the dolls to the playroom at the children's hospital.

她父亲提议不要把娃娃寄回去，而是捐给当地的儿童医院。于是第二周，凯特一家装了一车，把所有娃娃送到了儿童医院的活动室。

【信号】 结果句 So 加 took all the dolls. So the next week, Kate's family loaded up their car and took all the dolls to the playroom at the children's hospital. 中的 So 是因果结果信号，把前面父亲提议的话变成实际行动，直接给出全家把所有娃娃送去了医院这个确定答案。

【替换】 took all the dolls to the playroom at the children's hospital ↔

They took all of them to the children's hospital.

几乎原句直译

【排除】 A) 原词陷阱

They asked the children's hospital to pick them. 蹭了录音里的 children's hospital 制造熟感，但录音里是家里人把娃娃送去，不是请医院来挑，动作方向完全相反。

借用原文：took all the dolls to the playroom at the children's hospital

C) 张冠李戴

They opened all of them one by one. 盗用了录音里 opened up all the boxes 这个动作，但执行人是凯特和医院里的小女孩患者们，不是凯特一家，而且发生地点也在医院里、不是包裹一到家就打开。

借用原文：they opened up all the boxes together

D) 未提及

discussed where to keep them. 这个动作完全没出现，录音直奔父亲提议捐医院，没经过商量放哪儿。

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

1 Can the date you were born affect how successful your life is? According to recent research done in Australia, the answer is yes. The researchers found that the time when a person starts school has an enduring impact on their lives. Those who are relatively old, compared to their classmates, have certain advantages over them. Previous research has found older students achieve better results. They are also more likely to attend university and become professional athletes, chief executives and even important politicians. But the Australian researchers wanted to discover what was driving these differences. They suspected older, more mature students obtained more self-confidence than their peers because they achieved better grades.

出生日期能否影响你的人生成功程度？根据澳大利亚最近进行的研究，答案是肯定的。研究人员发现，一个人开始上学的时间对其一生有持久的影响。那些与同学相比年龄相对较大的人比他们具有某些优势。先前的研究发现年龄较大的学生取得更好的成绩。他们也更有可能上大学，成为职业运动员、首席执行官甚至重要的政治家。但澳大利亚研究人员想要发现是什么驱动了这些差异。他们怀疑年龄较大、更成熟的学生因为取得更好的成绩而获得比同龄人更多的自信。

2 To test this out, they conducted two studies. One was with high school students and the other with more than a thousand Australian adults, age between 24 and 60 years old. In the first study more than 600 high school students were surveyed about their tendency to take risks and feel confident. In the second study, those born on both sides of the cutoff date for starting school were asked to complete online math questions and rate their performance. They were also asked about the risks they took while riding bicycles and managing their finances. The researchers found that older students displayed greater risk-taking tendencies. While risk-taking can be considered a negative attribute, it's also a characteristic of successful people, including athletes, political leaders and entrepreneurs.

为了验证这一点，他们进行了两项研究。一项针对高中生，另一项针对一千多名年龄在24至60岁之间的澳大利亚成年人。在第一项研究中，600多名高中生接受了关于他们冒险倾向和自信心的调查。在第二项研究中，那些出生在入学截止日期两侧的人被要求完成在线数学题并评估自己的表现。他们还被问及骑自行车和管理财务时所冒的风险。研究人员发现年龄较大的学生表现出更大的冒险倾向。虽然冒险可以被视为一种负面特质，但它也是成功人士的特征，包括运动员、政治领袖和企业家。

22. A) The time one starts school.

B) The classroom atmosphere.

C) The school that one attends.

D) The relationship with classmates.

【题目】 According to recent research conducted in Australia, what has a lasting impact on one's life?

【翻译】 根据最近在澳大利亚进行的研究，什么对一个人的一生有持久影响？

A) 一个人开始上学的时间。 B) 课堂氛围。 C) 一个人就读的学校。

D) 与同学的关系。

【答案】 A (细节题) The time one starts school.

【定位】 The researchers found that the time when a person starts school has an enduring impact on their lives.

研究者发现，一个人开始上学的时间会对其一生产生持久的影响。

【信号】 **researchers found** 这一研究结论信号。篇章独白里 The researchers found that 是典型的结论提示词——后面紧跟的句子就是研究的核心发现，几乎必然是答案句。再加上 has an enduring impact on their lives 与题干 lasting impact on one's life 完全对应，可以确认就是这一句。

【替换】 the time when a person starts school ↔ **The time one starts school.**

句式压缩同义替换

has an enduring impact on their lives ↔ **a lasting impact on one's life**

形容词同义替换

【排除】 B) **未提及**

录音从头到尾没有出现 atmosphere、classroom environment 这类表达，The classroom atmosphere. 属于教育话题里常用的凑数干扰，没有任何原文支撑。

C) **原词陷阱**

The school that one attends. 借了录音里反复出现的 school 一词来制造熟悉感，但录音说的是 the time when a person starts school——重点在 time 不在 school 本身，把入学时间偷换成了上的什么学校，是典型的原词陷阱。

借用原文：the time when a person starts school

D) **原词陷阱**

The relationship with classmates. 提到的 classmates 虽然在录音里以 compared to their classmates 出现过一次，但录音只是用 classmates 来做参照对象，没有讨论同学关系本身对人生的影响，属于借词不传义。

借用原文：compared to their classmates

-
23. A) To help parents decide when to send their children to school.
B) To find causes for differences in the participants' performance.
C) To identify students having potential to be professional athletes.
D) To offer constructive suggestions for making educational policies.

【题目】 **What was the purpose of the Australian research?**

【翻译】 澳大利亚这项研究的目的是什么？

- A) 帮助家长决定何时送孩子上学。 B) 找出参与者表现差异的原因。
C) 识别有潜力成为职业运动员的学生。 D) 为制定教育政策提供建设性建议。

【答案】 **B** （目的题） To find causes for differences in the participants' performance.

【定位】 But the Australian researchers wanted to discover what was driving these differences.
但澳大利亚的研究者们想要弄清楚究竟是什么在驱动这些差异。

【信号】 **but + wanted to discover 这一双重信号**。But the Australian researchers wanted to discover what was driving these differences. 既有转折信号 but，又有目的结构 wanted to discover，两个信号叠加，几乎可以确认这就是研究目的的官方表述句。

【替换】 wanted to discover what was driving these differences ↔

To find causes for differences in the participants' performance.

同义动词与名词改写

【排除】 A) **偷换概念**

To help parents decide when to send their children to school. 借了 starts school 的话题词，把研究目的偷换成给家长的择校建议，但录音从未提及 parents 或 advice，是典型的应用层偷换。

借用原文：the time when a person starts school

C) **原词陷阱**

To identify students having potential to be professional athletes. 借了录音里 professional athletes 一词来制造听到就想选的诱惑，但录音里 athletes 只是顺带列举的成功人士之一，不是研究目的。

借用原文：professional athletes

D) **过度推断**

To offer constructive suggestions for making educational policies. 把研究目的拔高到教育政策层面，录音里完全没有出现 policy、policymaker 或 suggestion 等表达，属于无中生有。

24. A) Political leaders.

B) Financial analysts.

C) Professional athletes.

D) High-school students.

【题目】 **Who were the participants in the researchers' first study?**

【翻译】 研究人员第一项研究的参与者是谁？

A) 政治领袖。 B) 金融分析师。 C) 职业运动员。 D) 高中生。

【答案】 **D** (细节题) High-school students.

【定位】 In the first study more than 600 high school students were surveyed about their tendency to take risks and feel confident.

在第一项研究中，超过六百名高中生接受了关于其冒险倾向与自信感的调查。

【信号】 **In the first study 这一段落标志**。In the first study 是典型的研究步骤标志词，后面紧跟的就是该研究的被试群体，是非常明确的定位信号；紧随其后的高 school students 就是答案。

【替换】 more than 600 high school students ↔ **High-school students.**

数量修饰被剥离的概括式替换

【排除】 A) **原词陷阱**

Political leaders. 借了录音末尾 political leaders 一词制造熟悉感，但 political leaders 是在 including athletes, political leaders and entrepreneurs 这一举例结构里出现，是成功人士的例子，不是第一项研究的被试。

借用原文：including athletes, political leaders and entrepreneurs

B) **未提及**

Financial analysts. 在录音里完全没有对应表达，录音只在 managing their finances 中出现过 finances 一词，但讲的是受试者管理财务时的冒险行为，与金融分析师这个职业身份毫不相关。

C) **原词陷阱**

Professional athletes. 借了录音里反复出现的 professional athletes 一词，但录音里 athletes 始终是作为成功人士的例子出现，从未被列为第一项研究的被试群体，属于借词换位。

借用原文：professional athletes

25. A) Leadership ability.

B) Commitment to work.

C) Risk-taking.

D) Self-confidence.

【题目】 According to the researchers, what is one characteristic of successful people?

【翻译】 根据研究人员的说法,成功人士的一个特征是什么?

A) 领导能力。 B) 对工作的投入。 C) 冒险精神。 D) 自信。

【答案】 **C** (细节题) Risk-taking.

【定位】 While risk-taking can be considered a negative attribute, it's also a characteristic of successful people, including athletes, political leaders and entrepreneurs.

尽管冒险有时被视为一种负面特质，但它同时也是成功人士的一种特征，包括运动员、政界领袖与企业家在内。

【信号】 **while 让步 + it's also 转折强调**。While risk-taking can be considered a negative attribute, it's also a characteristic of successful people 用 while 引导让步、随后 it's also 强调真正想说的一面——这种让步+强调结构里的强调句几乎必然是答案。

【替换】 it's also a characteristic of successful people ↔ **one characteristic of successful people**

句式结构高度复现

risk-taking ↔ **Risk-taking.**

代词指代回填

【排除】A) **过度推断**

Leadership ability. 利用了录音末尾 political leaders 一词制造领导力联想，但录音说成功人士包括政界领袖，并没有把 leadership ability 列为他们的共性特征。

借用原文：including athletes, political leaders and entrepreneurs

B) **未提及**

Commitment to work. 是非常常见的成功学描述，但录音里完全没有出现 commitment、dedication、hard work 等字眼，属于无中生有。

D) **原词陷阱**

Self-confidence. 借了录音里多次出现的 self-confidence 与 feel confident，但录音只把 self-confidence 作为研究的假设变量，最终结论强调的特征是 risk-taking，不是 self-confidence。

借用原文：it's also a characteristic of successful people

SENTENCE INSIGHTS • 句子精讲

58 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。

In contrast, Americans are able to travel to 20 of the continent's countries without a visa, or secure a visa on arrival.

第1段，第9句

典型的 'be able to do sth or do sth' 结构，以及 'In contrast' 这种常见的段落衔接词，在各类考试阅读中极高频。

It will allow Africans to play a bigger role in world trade.

第2题，D

"allow somebody to do something" 是四六级和考研阅读中频繁出现的句型，掌握后可迁移到大量类似结构（如 enable、permit、encourage + 宾语 + 不定式），具有一定代表性，但整体句式过于简单，缺少真题中常见的从句嵌套或复杂修饰。

Researchers in Iceland found a new way of tackling climate change by pumping carbon dioxide underground and turning it into stone.

第1段，第1句

本句是典型的 "主语 + 谓语 + 宾语 + 方式状语" 结构，宾语带介词短语定语、状语中含并列动名词，这种模式在四六级和考研阅读中频繁出现。掌握此结构后，学生可以轻松迁移到类似的 "SVO + by doing A and doing B" 句式。

This new method of burying carbon dioxide and turning it into stone is cheaper and more secure, the Guardian reports.

第1段，第4句

主句的长主语结构(核心名词+介词短语后置修饰)和插入式引述都是四六级、考研阅读中常见的句式,学生掌握后可迁移到新闻报道类文本的理解,但整体难度偏低,代表性中等

To turn carbon dioxide into stone, researchers with the CarbFix project pumped the gas into volcanic rock and sped up the natural process, in which the volcanic rock reacts with gas and forms carbon minerals.

第1段，第5句

句子包含并列谓语结构、非限制性定语从句、不定式作目的状语三个常考句式要素；非限制性定语从句由 "介词 + which" 引导，是四六级和考研阅读中的高频结构；并列谓语带不同宾语的结构也常见于长难句；这些都是典型的学术文体句式，掌握后在真题中复用率较高

The gas turned into solid in just two years, much faster than the hundreds or thousands of years researchers had predicted.

第1段，第6句

比较状语从句 + 嵌套宾语从句的结构在四六级和考研阅读中较为常见，尤其是科学类或对比类话题。掌握这一句式后可迁移到大量类似句子，典型性较高。

The research took place at Iceland's Hellisheidi power plant.

第1段，第7句

简单句是基础句式，但本句结构过于简单，不涉及四六级或考研常考的复杂句式（如从句、非谓语、强调句等），代表性一般。

However, the lead researcher said sea water could be used.

第1段，第10句

主句加宾语从句的结构在四六级和考研中极为常见，尤其是 said 后省略 that 的宾语从句。从句中情态动词加被动语态的组合也是高频句式。掌握本句结构后，可迁移到大量类似句型，如 think、believe、report 等动词后的宾语从句。

The National Association of French Millers says bread consumption is on the decline, with French people eating nine grams less than in the previous year.

第1段，第2句

该句型包含的引述动词带宾语从句、with 复合结构作状语、比较结构等都是四六级和考研阅读中的高频句式，具有较强的代表性。掌握本句的分析方法可以迁移到大量类似新闻报道和学术文章的句子中。

The association is concerned about the effects this trend will have on their trade and suggests three reasons why it is happening.

第1段，第3句

主句带定语从句是四六级和考研真题中的高频句式，并列谓语结构和省略关系代词的定语从句都是常考知识点。本句结构典型，掌握后可直接迁移到大量类似句子，对提升阅读理解和句子分析能力有较高帮助。

Firstly, the association cited changing diets, in particular, the switch to those low in calories, as a factor in the reduction of bread consumption.

第2段，第1句

"cite A as B" 结构和同位语的使用在四六级和考研阅读中非常常见，尤其在议论文和说明文中频繁出现。掌握该句式可以帮助识别大量类似结构。

Nowadays, men eat an approximate average of 140 grams of bread daily, whereas women eat 80 to 90 grams.

第2段，第3句

主句 + whereas 引导的对比状语从句是考试中常见的对比结构，具有一定的典型性和复用价值。但句子本身过于简单，缺少考试真题中常见的复杂修饰、嵌套从句或长难结构，作为练习句的代表性和挑战性都不够突出。

The second reason they say is lifestyle changes in the country, with people dedicating less time to breakfast when bread would traditionally be eaten with butter and jam.

第2段，第4句

主句包含插入语的主系表结构，以及when引导的时间状语从句配合情态动词被动语态，都是四六级和考研阅读中常见的句式，具有较强的代表性和迁移价值

Finally, the rising cost of bread is considered to be a factor, with the price of a French stick loaf increasing by nearly 25% in the last 10 years.

第2段，第5句

被动语态加不定式补足语 (consider...to be) 是四六级和考研阅读中的高频句式，句末伴随状语结构也常见于书面语，具有较高的典型性和迁移价值。

They put jam instead of butter on bread.

第7题，D

涵盖主语、谓语、宾语、方式状语、地点状语五种成分，成分种类有一定丰富度；"instead of butter" 作为替代关系的状语有一定辨识价值，但整体结构过于简单，易错点不多。

All you need to do is wait at the far end of the platform.

第11段，第3句

"All you need to do is..." 是四六级和考研阅读中高频出现的句式，用于表达"你需要做的就是..."，掌握该结构后可迁移到大量类似表达，具有较高典型性。

M: Thank you for the information.

第12段，第1句

祈使句在日常交流中常见，但在四六级或考研阅读理解的长难句中较少单独出现。该句式简单实用，但代表性一般，学习者掌握后迁移价值有限。

Thank you for coming, Karen.

第1段，第4句

祈使句在日常交际中常见，但在四六级和考研阅读理解中出现频率较低，更多见于对话或应用文。本句作为典型祈使句结构有一定代表性，但迁移价值有限。

W: Thank you for having me.

第2段，第1句

祈使句是日常交际和考试阅读中的常见句式，"Thank you for + 动名词" 更是口语书面语中极高频的感谢表达，掌握后可大量复用。

It's located in what used to be a hat factory.

第4段，第3句

宾语从句嵌套在介词宾语位置、what引导名词性从句、被动语态、used to表达过去状态,均为四六级和考研常考句式。结构具有较高代表性,掌握后可迁移至大量类似句型。

There used to be many hat factories in Britain until around the 1950s, but fashion changed and most people stopped wearing hats.

第6段，第2句

并列句 + "but" 转折 + "and" 顺承是四六级和考研阅读中的高频句式;"There used to be" 存在句和 "stop doing" 结构也是常考点。整句展现了典型的 '历史陈述 + 转折说明' 叙事模式,学习后可广泛迁移到类似语境

So practically all of those factories had to close down.

第6段，第3句

简单句中带情态结构 ("had to") 的句式在四六级和考研阅读中较为常见，表示"不得不"的语义在叙述因果关系时经常出现。但本句过于简单，无从句或复杂修饰，作为典型句式代表性一般，掌握后可迁移到带 "had to" 的更复杂句子，但本身示范性不强。

This one, in particular, was closed for 47 years before we transformed it into a movie theater.

第6段，第4句

这是一个典型的 "主句 + before 引导的时间状语从句" 结构,在四六级和考研阅读中非常常见。被动语态 "was closed" 和 "transform...into..." 结构也是高频考点。掌握这个句型后,学生可以快速迁移到其他 "主句 + 时间/条件/原因状语从句" 的复杂句,实用性强。

What is it that sets you apart from other theaters?

第7段，第3句

本句覆盖多个重要成分和易错点：强调句中的形式主语与真正主语、表语前置、主语从句中 "that" 既是引导词又充当主语、短语动词 "set apart" 的宾语位置、介词短语作状语。这些都是划分成分时的常见难点和考点，训练价值较高，适合用来巩固对复杂句式成分的识别能力。

I would have thought that in London, most people don't speak foreign languages.

第9段，第2句

主句加宾语从句的结构是四六级和考研常见句式，具有较高典型性。情态动词 would 加完成体表推测的用法在真题中频繁出现。从句使用 that 引导且结构完整，符合标准宾语从句模式，学习后可迁移到大量类似句型。

There are lots of people interested in watching such movies.

第10段，第4句

there be 句型是四六级和考研阅读中的常见结构，后置定语修饰主语的模式也频繁出现，典型性较高，掌握后可迁移到大量类似句子。

Furthermore, I might add, all movies come with English text at the bottom of the screen.

第10段，第5句

成分种类有一定覆盖：包含主语、谓语、方式状语和地点状语，可以练习不及物动词后接介词短语的搭配。但成分相对单一，没有宾语、定语从句、补语等更多样的成分类型，也缺少易混淆的坑点，训练价值中等偏下。

So even if you don't understand what the actors say, you can still read it.

第10段，第6句

"even if" 引导让步状语从句 + 主句的结构在四六级和考研阅读中高频出现，且宾语从句嵌套在状语从句内部也是常见的复杂句式，掌握本句的分析方法后，可以复用到大量类似的让步条件句和嵌套从句中，具有较强的典型性。

They have all been turned into movie theatres.

第12题，B

被动语态句是四六级和考研阅读中的高频句式，现在完成时被动结构在真题中反复出现，掌握此类句型可迁移到大量类似句子。

They enjoy watching foreign movies.

第14题，C

主谓宾 + 动名词作宾语是常见句式(如 enjoy/finish/mind 等词后接动名词),在考试中偶有出现,但结构过于简单,不如复合句那样具有代表性。

Nick Gibb, Minister for School Standards in England, believes schools should ban their pupils from bringing in smartphones.

第2段，第1句

主句加宾语从句（引导词 that 省略）是四六级和考研阅读中的高频句式，believes、thinks、says 等动词后接省略 that 的从句极为常见。同位语用逗号隔开补充主语身份也是新闻报道和学术文本的典型手法。掌握本句结构后可直接迁移到大量类似句子。

Meanwhile, Helen Lockhart, a registered nurse working for community education, supports a complete ban.

第4段，第1句

同位语插在主语和谓语之间的结构在四六级和考研阅读中经常出现,且现在分词短语作后置定语也是高频句式,学习本句的成分识别方法可以迁移到大量类似句子

"Students should do things differently in the two environments. Children are getting more than enough screen time in their lives without the need to bring their phone into the classroom. The internet is too easy and too unreliable a research tool, so let's leave phones and laptops at home, and show them a different world in their lessons—one of books and pens," he says.

第5段，第2句

“观点 + 现状 + 建议”的结构在议论文中非常典型，“let's”引导的祈使句和“too... a...”的形容词用法也非常考查语法功底。

She regards smartphones as a distraction.

第16题，D

regard...as... 结构在考试中较为常见，属于典型的“及物动词 + 宾语 + 介词 + 宾补”句型，但简单句本身代表性有限，难以展现复杂句式的特点。

Make full use of electronic devices.

第18题，C

祈使句是英语中常见的基础句型，在日常交流、应用文写作、说明文中经常出现，但在四六级或考研阅读真题中，祈使句通常不是考查重点（真题更侧重复杂陈述句和从句结构），代表性中等偏低。

Kate, a six-year-old girl, helped her brother wash windows to get a reward promised by her mother, a purple doll that she wanted.

第1段，第1句

本句成分丰富，包含主语、谓语、宾语、宾语补足语（省略 to 的不定式）、两个同位语、目的状语、定语从句，以及过去分词短语作定语。特别适合练习同位语的识别、宾语补足语与状语的区别、以及定语从句中关系代词充当宾语的情况。

She watched her mother order the doll online.

第1段，第2句

感官动词（watch、see、hear 等）加复合宾语结构是四六级和考研阅读中的高频句式，也是语法填空和改错题的常考点。本句结构典型且无额外修饰干扰，是该句式的标准范例，掌握后可直接迁移到大量类似句子。

The next day Kate asked if she could check the shipping status, so her mom clicked on the web page and then walked out of the room.

第1段，第3句

本句结构在四六级和考研阅读中较为典型：主句 + 宾语从句的结构非常常见，“so”连接的因果并列句也是高频句式。情态动词在宾语从句中的使用，以及并列谓语的出现，都是真题中反复出现的模式。掌握本句的分析方法，可以迁移到大量类似句子。

Kate saw that her doll would be arriving the next afternoon, but then she noticed something else, suggestions about other dolls and toys she could order.

第1段，第4句

并列句加从句嵌套是四六级和考研阅读中的常见句式。but 连接的转折并列结构、that 引导的宾语从句、省略关系代词的定语从句都是高频考点。同位语用逗号引出的方式也是典型书面语特征。掌握本句后可迁移到大量类似结构的句子，具有较高的学习性价比

15 minutes and a few clicks later, with more than \$350 worth of dolls in her cart, Kate placed the order and ran off to play.

第1段，第5句

涵盖主语、并列谓语、宾语、时间状语、方式状语、目的状语六类成分,成分种类较丰富,特别是并列谓语和多个状语的识别对基础学习者有练习价值,但缺少从句等更复杂结构

The next day, while checking on another online order, her mother noticed a long list of dolls on the way.

第2段，第1句

本句展示了典型的 while 引导的时间状语从句用法，以及状语从句主语与主句主语相同时的省略规则，这类结构在四六级和考研阅读中经常出现；句式结构具有很强的代表性和迁移价值

She told her daughter that they were going to be returned.

第2段，第3句

"tell sb that..." 结构在四六级和考研阅读中极为常见,是典型的宾语从句考点句式。从句中的过去将来时被动语态也是常考时态组合,典型性较强。

Instead of sending back the dolls, her father suggested giving them to the local children's hospital.

第2段，第5句

suggest doing sth 结构在四六级和考研中高频出现，是典型的动名词作宾语句型；句首对比状语的使用也符合真题常见写作风格，学习后可迁移到类似表达

So the next week, Kate's family loaded up their car and took all the dolls to the playroom at the children's hospital.

第2段，第6句

覆盖主语、并列谓语、宾语、时间状语、地点状语等多种成分,适合练习并列谓语识别和介词短语作状语的判断,但成分类型较常规,无特别易错的坑点。

She checked if a purple doll was ordered.

第20题，B

宾语从句（尤其是由 "if" 或 "whether" 引导的）是四六级和考研阅读中的高频结构，常出现在表示询问、确认、检查等动词之后。本句的 "动词 + if 从句" 模式具有很强的代表性，学习者掌握后可以迁移到大量类似句型。

She ordered a more expensive doll instead.

第20题，D

简单句中带比较级修饰和句尾状语是常见句式,但作为应试句型代表性一般:考试更多考查复杂句,本句结构过于基础,迁移价值主要在于巩固主谓宾框架和副词状语的位置识别。

What did Kate's family do after the packages arrived?

第21题题干

特殊疑问句加时间状语从句是四六级和考研阅读中的高频句式,考查疑问词前置和从句修饰关系的理解,具有较强的典型性和实用性。

According to recent research done in Australia, the answer is yes.

第1段，第2句

主系表结构和介词短语作状语都是常见句式，在真题中较为典型。但本句整体过于简短、结构过于简单，缺少真题中常见的复杂修饰、从句嵌套等特征，代表性中等。

The researchers found that the time when a person starts school has an enduring impact on their lives.

第1段，第3句

主句加宾语从句、宾语从句主语中嵌套定语从句，这是四六级和考研阅读中非常常见的句式结构。"find that" 引导宾语从句和 "the time when" 引导定语从句都是高频句型，掌握这种结构后可以在大量真题和实际阅读中复用。

Those who are relatively old, compared to their classmates, have certain advantages over them.

第1段，第4句

限制性定语从句修饰主语、插入比较状语、主谓宾加后置定语的组合，是四六级和考研阅读中的高频句式。掌握本句结构后，可迁移至大量同类长难句的分析，典型性较强。

Previous research has found older students achieve better results.

第1段，第5句

主句 + 宾语从句（省略 that）是四六级和考研阅读中的高频句式，尤其在学术文献和研究报告中极为常见。本句的 find + 宾语从句结构具有很强的代表性，掌握后可迁移到大量类似句型如 believe、suggest、show 等动词引导的宾语从句。

They are also more likely to attend university and become professional athletes, chief executives and even important politicians.

第1段，第6句

主系表结构加不定式补足语是四六级和考研阅读中的常见句式，"be likely to do" 结构及后续并列宾语的表达式在真题中频繁出现，掌握后可大量复用，具有较高典型性。

But the Australian researchers wanted to discover what was driving these differences.

第1段，第7句

"动词 + 宾语从句" 是四六级和考研阅读中的高频句式，特别是 "discover/find/know + what/whether/how" 等疑问词引导的宾语从句；"want to do" 搭配和 "be doing" 进行时也是常考结构；掌握本句的分析方法可直接迁移到大量类似长句上。

One was with high school students and the other with more than a thousand Australian adults, age between 24 and 60 years old.

第2段，第2句

本句涵盖主语、系动词、并列表语和同位语,且第二个表语存在承前省略现象,适合练习识别并列结构中的省略和同位语的定位,具有一定训练价值。

In the first study more than 600 high school students were surveyed about their tendency to take risks and feel confident.

第2段，第3句

本句结构为 '介词短语作状语 + 主语 + 被动语态谓语 + 介词短语作状语', 这是学术写作和考试阅读中常见的句式, 尤其是被动语态在描述研究过程时频繁出现。掌握这一结构对理解类似句子有较好的迁移价值, 但由于是简单句, 典型性不如带从句的复杂结构。

While risk-taking can be considered a negative attribute, it's also a characteristic of successful people, including athletes, political leaders and entrepreneurs.

第2段，第7句

"While 从句, 主句" 的让步转折结构在四六级和考研阅读中非常常见,是议论文中引出对比观点的典型句式。主句用 "also" 强化转折,从句用 "can be considered" 表示可能性,都是高频表达,学习后可大量复用。

According to recent research conducted in Australia, what has a lasting impact on one's life?

第22题 题干

疑问句结构 (疑问词 + 谓语 + 宾语) 是四六级阅读理解和完形填空中的常见句式; 句首状语 "According to ..." 也是学术或说明文体中的典型表达; 但整体结构较简单, 缺少从句、倒装、分隔等高频难点句式, 代表性中等。

According to the researchers, what is one characteristic of successful people?

第25题 题干

结构典型性较高。疑问句 (尤其是特殊疑问句的倒装结构) 是四六级和考研阅读理解、听力中的常见句式; "what + be 动词 + 主语" 这一模式在真题中频繁出现, 且状语前置也是常见的信息组织方式。掌握本句的分析方法后, 可直接迁移到大量类似疑问句的理解和翻译中。

本卷出现的 166 个英语四级真题高频词

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

carbon B2

n. 碳（化学元素）

本卷11次 · 真题 20 句

researcher B2

n. 研究人员

本卷9次 · 真题 239 句

dioxide B2

n. 氧化物

本卷9次 · 真题 10 句

would A1

aux. (will 的过去式) 将要，会

本卷8次 · 真题 466 句

smartphone B1

n. 智能手机

本卷7次 · 真题 38 句

continent A2

n. 大陆

本卷6次 · 真题 11 句

consumption B2

n. 消费

本卷5次 · 真题 44 句

gas A2

n. 气体

本卷5次 · 真题 28 句

bury B1

v. 埋葬，安葬

本卷5次 · 真题 8 句

professional B1

adj. 专业的

本卷4次 · 真题 67 句

ban B2

v. 禁止

本卷4次 · 真题 37 句

association B2

n. 协会

本卷4次 · 真题 28 句

less A1

det. 较少的

本卷3次 · 真题 224 句

accord C1

n. (国家、团体间的) 协议

本卷3次 · 真题 174 句

online A2

adj. 在线的

本卷3次·真题 145句

impact B2

n. 影响

本卷3次·真题 98句

potential B2

adj. 潜在的

本卷3次·真题 63句

policy B1

n. 政策

本卷3次·真题 61句

extra A2

adj. 额外的

本卷3次·真题 48句

movement B1

n. 移动

本卷3次·真题 28句

platform B1

n. 平台

本卷3次·真题 24句

locate B1

v. 找到;找出...的位置

本卷3次·真题 20句

pump B1

n. 泵

本卷3次·真题 16句

secure B2

adj. 安全的

本卷3次·真题 15句

athlete B1

n. 运动员

本卷3次·真题 12句

union B2

n. 工会

本卷3次·真题 12句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本卷2次·真题 118句

support A2

v. 支持

本卷2次·真题 118句

participant B2

n. 参与者

本卷2次·真题 117句

diet A2

n. 日常饮食

本卷2次·真题 113句

risk A2

n. 风险

本卷2次·真题 108 句

project A2

n. 项目

本卷2次·真题 90 句

average A2

adj. 平均的

本卷2次·真题 89 句

concern B1

v. 涉及

本卷2次·真题 79 句

factor B1

n. 因素

本卷2次·真题 77 句

decline B2

v. 下降

本卷2次·真题 73 句

performance B1

n. 表演

本卷2次·真题 66 句

climate B1

n. 气候

本卷2次·真题 60 句

calorie B1

n. 卡路里, 热量单位

本卷2次·真题 57 句

reward B1

n. 报酬

本卷2次·真题 56 句

internet A2

n. 互联网

本卷2次·真题 55 句

demand B1

v. 坚决要求

本卷2次·真题 50 句

jam A2

n. 果酱

本卷2次·真题 50 句

conduct B2

v. 组织并实施

本卷2次·真题 45 句

fashion B1

n. 时尚;流行款式

本卷2次·真题 45 句

attend A2

v. 出席, 参加 (会议、活动等)

本卷2次·真题 43 句

attract B1

v. 吸引 (注意力、兴趣)

本卷2次·真题 41 句

particular B2

adj. 特定的

本卷2次·真题 37 句

previous B1

adj. 先前的

本卷2次·真题 37 句

characteristic B2

n. 特征

本卷2次·真题 30 句

lifestyle B1

n. 生活方式

本卷2次·真题 29 句

capture B1

v. 捕获

本卷2次·真题 26 句

crowd A2

n. 人群

本卷2次·真题 22 句

technique B1

n. 技术

本卷2次·真题 18 句

border B1

n. 边界

本卷2次·真题 17 句

mom A1

n. 妈妈

本卷2次·真题 16 句

tendency B2

n. 倾向

本卷2次·真题 16 句

tablet B1

n. 药片

本卷2次·真题 14 句

secondary B2

adj. 次要的

本卷2次·真题 13 句

likely A2

adj. 很可能的

本卷1次·真题 224 句

benefit B1

n. 好处

本卷1次·真题 169 句

effect A2

n. 影响

本卷1次·真题 156 句

local A2

adj. 当地的

本卷1次·真题 150 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷1次·真题 148 句

career B1

n. 职业

本卷1次·真题 119 句

lack B1

v. 缺少

本卷1次·真题 115 句

affect B1

v. 影响

本卷1次·真题 113 句

relationship B1

n. 关系

本卷1次·真题 109 句

process B1

n. 过程

本卷1次·真题 108 句

decade B1

n. 十年

本卷1次·真题 99 句

base A2

n. 基础

本卷1次·真题 95 句

according B1

prep. 根据

本卷1次·真题 88 句

community B1

n. 社区

本卷1次·真题 81 句

rate A2

n. 速度

本卷1次·真题 78 句

gender B1

n. 性别 (社会文化意义上的)

本卷1次·真题 71 句

later A1

adv. 以后, later

本卷1次·真题 70 句

device B1

n. 设备

本卷1次·真题 60 句

option B1

n. 选择

本卷1次·真题 60 句

cooking A1

n. 烹饪

本卷1次·真题 59 句

power A2

n. 权力

本卷1次·真题 59 句

apply A2

v. 申请

本卷1次·真题 58 句

economy B1

n. 经济

本卷1次·真题 58 句

enable B1

v. 使能够

本卷1次·真题 58 句

negative B1

adj. 否定的

本卷1次·真题 57 句

claim B1

v. 声称

本卷1次·真题 56 句

identify B1

v. 识别

本卷1次·真题 54 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷1次·真题 47 句

variety B1

n. 多样化

本卷1次·真题 47 句

educational B1

adj. 教育的

本卷1次·真题 45 句

mainly B1

adv. 主要地

本卷1次·真题 45 句

region B1

n. 地区

本卷1次·真题 45 句

trend B1

n. 趋势

本卷1次·真题 44 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 42 句

interested A1

adj. 感兴趣的

本卷1次·真题 40 句

status B2

n. 地位

本卷1次·真题 39 句

display B1

v. 展示

本卷1次·真题 38 句

teaching A2

n. 教学工作;教书

本卷1次·真题 38 句

finally A2

adv. 终于, 最终

本卷1次·真题 36 句

mostly B1

adv. 主要地

本卷1次·真题 35 句

immigrant B2

n. 移民 (从外国移入的人)

本卷1次·真题 33 句

cultivate B2

v. 培养, 发展 (技能、态度、关系等)

本卷1次·真题 31 句

entrepreneur C1

n. 企业家;创业者

本卷1次·真题 31 句

vary B1

v. 不同

本卷1次·真题 31 句

electronic B1

adj. 电子的

本卷1次·真题 30 句

executive B2

n. 主管;经理;管理人员

本卷1次·真题 30 句

powerful B1

adj. 强大的

本卷1次·真题 30 句

chief B1

n. 首领

本卷1次·真题 29 句

earn A2

v. 赚得, 挣得 (金钱)

本卷1次·真题 28 句

mobile B1

adj. 可移动的

本卷1次·真题 28 句

represent B1

v. 代表

本卷1次·真题 28 句

request B1

n. 请求

本卷1次·真题 26 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本卷1次·真题 25 句

relatively B2

adv. 相对地

本卷1次·真题 24 句

concerned B1

adj. 担心的

本卷1次·真题 23 句

currently B1

adv. 目前, 当前

本卷1次·真题 23 句

contrast B2

n. 对比

本卷1次·真题 22 句

political B1

adj. 政治的

本卷1次·真题 22 句

behave B1

v. 表现, 举止

本卷1次·真题 21 句

enormous B1

adj. 巨大的

本卷1次·真题 21 句

fee B1

n. 费用

本卷1次·真题 20 句

investment B1

n. 投资

本卷1次·真题 20 句

peer B2

n. 同龄人

本卷1次·真题 20 句

propose B1

v. 提议

本卷1次·真题 20 句

scale B1

n. 规模

本卷1次·真题 20 句

apart B1

adv. 分开地

本卷1次·真题 19 句

citizen B1

n. 公民

本卷1次·真题 19 句

favor

B1

n. 帮忙

本卷1次·真题 19句

initiative

B2

n. 主动性

本卷1次·真题 19句

meanwhile

B1

adv. 与此同时

本卷1次·真题 19句

narrow

B1

adj. 狭窄的

本卷1次·真题 19句

requirement

B2

n. 要求

本卷1次·真题 18句

transform

B2

v. 使彻底改变;使转变

本卷1次·真题 18句

concentrate

B1

v. 集中注意力

本卷1次·真题 17句

differently

A2

adv. 不同地

本卷1次·真题 17句

nowadays

B1

adv. 现在

本卷1次·真题 17句

strive

B2

v. 努力, 奋斗, 力求

本卷1次·真题 17句

register

B1

v. 登记, 注册

本卷1次·真题 16句

switch

A2

v. 转换

本卷1次·真题 16句

attribute

B2

n. 属性

本卷1次·真题 15句

emphasize

B2

v. 强调

本卷1次·真题 15句

operate

B1

v. 运转

本卷1次·真题 15句

reduction

B2

n. 减少

本卷1次·真题 15句

load B1

n. 负载

本卷1次·真题 14 句

distraction B2

n. 分心

本卷1次·真题 13 句

suspect B1

v. 怀疑

本卷1次·真题 13 句

web A2

n. 网站

本卷1次·真题 13 句

whereas B2

sc. 然而

本卷1次·真题 13 句

cite B2

v. 引用, 引证

本卷1次·真题 12 句

depressed B2

adj. 抑郁的

本卷1次·真题 12 句

discipline B2

n. 纪律

本卷1次·真题 12 句

procedure B2

n. 程序

本卷1次·真题 12 句

react B1

v. 作出反应

本卷1次·真题 12 句

tackle B2

v. 处理

本卷1次·真题 12 句

zone B1

n. 区域

本卷1次·真题 12 句

arrangement B1

n. 安排

本卷1次·真题 11 句

finance B2

n. 财政

本卷1次·真题 11 句

minister B2

n. 部长

本卷1次·真题 11 句

furthermore B2

adv. 此外

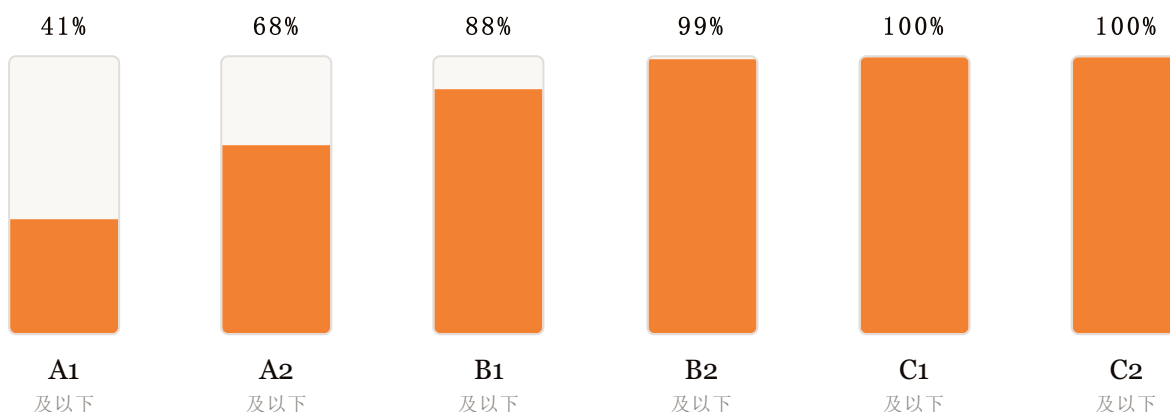
本卷1次·真题 10 句

<u>politician</u> B2 n. 政治家 本卷1次·真题 10 句	<u>reject</u> B2 v. 拒绝接受 本卷1次·真题 10 句
<u>cannot</u> A1 aux. 不能 本卷1次·真题 9 句	<u>laptop</u> A2 n. 笔记本电脑 本卷1次·真题 9 句
<u>obtain</u> B2 v. 获得 本卷1次·真题 9 句	<u>traditionally</u> B2 adv. 传统上;按照传统 本卷1次·真题 9 句
<u>occasion</u> B1 n. 场合 本卷1次·真题 8 句	<u>processing</u> B1 n. 加工;处理 本卷1次·真题 8 句

VOCABULARY • 词汇难度分布

全卷录音原文 616 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **616** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本卷共 7 个·约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全卷录音原文去重词 616 个·末柱为 100%

去重总词数

616

B2 以上难词

1%

B1 及以下覆盖

88%



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Part III Section C (1)	阅读理解（四选一）	题目解析 →
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Part IV	汉译英（段落翻译）	题目解析 →