

# 2020 年 9 月大学英语四级考试真题(二)

## 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)

说明:由于2020年9月四级考试全国共考了一套听力,本套真题听力与第一套内容相同,只是选项顺序不同,因此在本套真题中不再重复出现。

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



## 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% African American, 4% Native American, and 1% 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 its 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 is cleaning walls 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.      C) It causes lots of distraction to drivers.  
B) It creates a lot of trouble for local residents.      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.      C) He suggested banning all polluting cars.  
B) He chose tunnels to do his graffiti art.      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.      C) It is rather unexpected.  
B) It is well-informed.      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 5,000 年的历史。传说,神农氏(Shen Nong)喝开水时,几片野树叶落进壶里,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 月四级真题答案与详解

## (第 2 套)

### Part I Writing

#### 审题思路

本次四级考试的作文话题更为开放,并没有明显的体裁倾向或观点倾向。但仔细思考后,发现此次话题“课堂中的 PPT 使用”写成议论文要相对简单,可以从其优势和弊端的角度落笔。而学生作为亲身体验者,一定不乏灵感。考生可以利用常见的议论文三段式行文结构写作:第一段引出话题,表达观点;第二段重点分析,支持自己的观点,建议以二分法辩证看待更为科学,但是考生也可就自身体会来选择优点或缺点任何一方进行论证;最后第三段总结全文,或者提炼升华。

#### 词汇素材

与“PPT”相关	与“课堂中的 PPT 使用”相关
<b>online materials</b> 在线资源 <b>screenshot</b> ['skri:nʃɒt] <i>n.</i> 屏幕截图 <b>presentation</b> [ˌprezn'teɪʃən] <i>n.</i> 展示;描述,陈述 <b>multimedia</b> [ˌmʌlti'mi:diə] <i>n.</i> 多媒体 <b>template</b> ['templeɪt] <i>n.</i> 模板 <b>abundant</b> [ə'bʌndənt] <i>a.</i> 丰富的 <b>dramatic</b> [drə'mætɪk] <i>a.</i> 引人注目的 <b>slide</b> [slaɪd] <i>n.</i> 幻灯片	<b>boost</b> [bu:st] <i>v.</i> 促进,增加 <b>willingness</b> ['wɪlɪŋnəs] <i>n.</i> 乐意;心甘情愿 <b>enrich</b> [ɪn'ri:tʃ] <i>v.</i> 丰富 <b>avoidance</b> [ə'vɔɪdəns] <i>n.</i> 避免 <b>teaching capacity</b> 教学能力 <b>engagement</b> [ɪn'ɡeɪdʒmənt] <i>n.</i> 参与 <b>reliance on sth.</b> 对……的依赖 <b>dilemma</b> [dɪ'lemə] <i>n.</i> 困境,进退两难 <b>strategy</b> ['strætədʒi] <i>n.</i> 策略

#### 写作提纲

第一段:引出话题,表达立场	随着教育技术的进步,PPT 使用越来越普遍。但是,我们应该对其持有谨慎态度
第二段:正反两方面论证课堂中 PPT 使用的优势以及过度使用可能存在的问题	1. 一方面,精心准备的 PPT 可以提高学生的学习效率;对学生也充满吸引力 2. 另一方面,潜在危害:课堂信息量太大容易造成学生负担过重,导致无效学习;教师过度依赖 PPT;学生注意力被 ppt 点缀等无关信息分散
第三段:得出结论	教师需要平衡教学效率和学生学习效果,教学技术应该尊重教育规律和学生需求



高分范文	参考译文
<p style="text-align: center;"><b>The Use of PPT in Class</b></p> <p>With the advance of educational technology, the use of PowerPoint (PPT) is becoming increasingly popular in class. However, it is a controversial issue that has raised wide public concern. In my view, we should hold a cautious attitude toward the widely used PPT in class.</p> <p>On the one hand, a well-designed PPT definitely enhances teaching efficiency in that all the knowledge has been prepared beforehand. What's more, many delicately designed PPTs are quite attractive to students. But on the other hand, we have to admit potential problems exist with the overuse of PPT in class. For example, an excessively informative class would be overloaded for the learners, resulting in students' distraction from the key points. Moreover, teachers' heavy reliance on PPT is another concern. It is said that many teachers don't know how to teach without PPTs.</p> <p>As a result, teachers are supposed to take both the teaching efficiency and students' learning outcome into consideration, and make a good balance between them. After all, all the use of technology, including PPT, should respect the educational principles and students' real needs.</p>	<p style="text-align: center;"><b>课堂中 PPT 的使用</b></p> <p>随着教育技术的进步,课堂中 PPT 的使用正在变得越来越流行。然而,这一备受争议的话题也引起了广泛的社会关注。在我看来,我们最好对课堂中广泛使用 PPT 持有谨慎的态度。</p> <p>一方面,一个精心准备的 PPT 当然可以提高教学效率,因为所有知识都已经提前准备好。而且,很多设计精美的 PPT 对学生很有吸引力。但另一方面,我们不得不承认课堂中过度使用 PPT 存在一些潜在的问题。例如,课堂信息量过大会使学生负担加重,影响学生掌握重点信息。而且,教师对 PPT 的过度依赖也是另外一个问题。据说很多老师没有 PPT 就不知道如何教学了。</p> <p>因此,教师应该同时考虑教学效率和学生的学习成果,并做好二者的平衡。毕竟,所有技术的使用,包括 PPT,都应该尊重教育规律和学生的实际需求。</p>

万能句型

◎ 表明观点

1. However, we'd better hold a cautious attitude toward the controversial issue that has raised wide public concern. 然而,我们最好对这个引起公众广泛关注的争议性话题持有谨慎态度。
2. The attitudes towards the issue vary from person to person. Some people...while some others... As for me, I'm on the latter part of the argument. 关于这个问题,人们观点各有不同。有人……有人……。至于我,我支持后者。

◎ 正反论证

1. On the one hand, ...; on the other hand, ...however, we have to admit there are some potential problems/risks/harm of the overuse of... 一方面……;然而,另一方面,我们不得不承认……的过度使用存在一些潜在的问题/风险/危害。
2. ...However, every rose has its thorn. / This is a double-edged sword. (正面论证)。尽管……,然而,每一朵玫瑰都带刺。/ 这是一把双刃剑。





With the advance of (与话题相关的事物), the use of (话题) is becoming increasingly popular. However, it is a controversial issue that has raised wide public concern. I think we'd better hold a cautious attitude toward (话题).

On the one hand, (某话题) definitely enhances (积极效果) in that (相关原因). What's more, (某话题) are quite attractive to (特定群体). But on the other hand, we have to admit some potential problems exist with the overuse of (该话题). For example, (举例, 问题1). Moreover, (问题2) is another concern.

As a result, (某类人群) are supposed to (结合前文, 给出建议).

随着\_\_\_\_\_的发展,\_\_\_\_\_的使用越来越流行。然而,这却是个富有争议的话题,引起了广泛的社会关注。我认为我们最好是对\_\_\_\_\_持有一个谨慎的态度。

一方面,\_\_\_\_\_的确提高了\_\_\_\_\_,因为\_\_\_\_\_。另外,\_\_\_\_\_对于\_\_\_\_\_很有吸引力。但是,另一方面,我们不得不承认对\_\_\_\_\_的过度使用存在一些潜在的问题。例如,\_\_\_\_\_。而且,\_\_\_\_\_是另外一个令人担忧的问题。

因此,\_\_\_\_\_应该\_\_\_\_\_。

## Part III Reading Comprehension

### Section A

#### 总体分析

本文选自 2018 年 2 月 26 日发表在 *www.telegraph.co.uk* 网站上的一篇标题为 The Real Reason Why Most Plane Seats Are Blue—And Other Curious Facts About Plane Cabins (大多数飞机座椅都是蓝色的真正原因——以及其他关于飞机机舱的有趣事实) 的文章。本文分析了很多飞机座椅都用蓝色的原因。第一段指出大多数航空公司,无论大小,飞机座椅都会用到蓝色,这有其心理学原因。第二至四段引用 Nigel Goode 的话对此进行解释,蓝色能带来冷静的感觉,让人感觉放松,而且蓝色象征着可信和安全,因此被老牌航空公司所选用。

#### 选项归类

词性		选项	词义
名词	单数/不可数	B) coincidence	巧合
		G) indication	迹象,象征
		K) principal	校长;本金
动词	原形	F) imitate	模仿;仿效
		H) integrate	使融入;结合在一起
	第三人称单数	I) maximizes	使增加到最大限度
		O) symbolizes	象征
	-ed 形式	A) associated	联想;联系
		C) determined	决定;查明





词性	选项	词义
形容词	A) associated	(与……) 相关联的;联合的
	C) determined	坚定的;坚决的
	E) enormous	巨大的
	J) natural	自然的;天然的
	K) principal	最重要的
	L) recognizable	可识别的,可承认的
副词	N) stressful	压力重的,紧张的
	D) drastically	剧烈地;急剧地
	M) simply	只不过;简单地

### 试题详解

26. H) integrate. **【详解】** 动词辨析题。分析空格所在句子可知,本句缺少谓语动词,因此本空应填入动词。本句指出,世界上大大小小的航空公司的飞机内座椅都会用到蓝色,因此本空应填入含有“使用,利用”意义的动词,由此可知本题答案为 H) integrate“使融入;结合在一起”。备选动词中,其他词义均不符合句意,因此排除。
27. B) coincidence. **【详解】** 名词辨析题。空格前有限定词 no,因此本空应填入名词。由下一句可知,所有航空公司的座椅都会融入蓝色是有其心理学原因的,所以这不是巧合。由此可知,本空应填入含有“巧合”意义的名词,故本题答案为 B) coincidence“巧合”。备选名词中,其他词义均不符合句意,因此排除。
28. A) associated. **【详解】** 形容词辨析题。空格前有 is,因此本空应填入形容词或动词的 ed 形式,且与 with 搭配使用。空格前一句提到,航空公司的飞机座椅都会用到蓝色,其背后有心理学原因。本句揭露原因,因为蓝色能让人联想到积极的品质,如信任、高效等。因此,本空应填入含有“联系到,联想到”意义的形容词或动词的-ed 形式,故本题答案为 A) associated“联想;联系”。在备选的形容词或动词的-ed 形式中,其他选项都不能与 with 搭配,因此排除。
29. L) recognizable. **【详解】** 形容词辨析题。空格前有 more,而且空格作 it 的宾语补足语,因此本空应填入形容词。空格前的 it 指 the airline's brand。由句意可知,Nigel Goode 认为,设计师的工作是强化航空公司的品牌,从而使其认可度更高。因此本空应填入含有“可识别的,可区分的”意义的形容词,由此确定本题答案为 L) recognizable“可识别的,可承认的”。备选形容词中,其他词义均不符合句意,因此排除。
30. I) maximizes. **【详解】** 动词辨析题。分析句子成分可知,空格所在部分是定语从句,先行词是 an interior,作从句的主语,而该从句中没有谓语动词,又因为主语是第三人称单数,因此本空应填入动词的第三人称单数形式。由空格后面的 to create a pleasant environment(以创造一个愉悦的环境)可知,飞机的内部应该让人感到十分舒适,因此本空应填入含有“提升,改善”意义的动词,而 I) maximizes“使增加到最大限度”最符合句意,因此确定答案。在备选的动词第三人称单数形式中, O) symbolizes 明显不符合句意,因此排除。
31. N) stressful. **【详解】** 形容词辨析题。空格前有 less,而且空格作 the traveling experience 的宾语补足语,因此本空应填入形容词。本段解释为什么飞机座椅采用蓝色。由 and 后面的句子可知,蓝色据说能产生镇静的感觉,也就是说为了让旅行体验不那么紧张,因此本空应填入含有“紧张的,有压力的”意义的形容词,由此确定本题答案为 N) stressful“紧张的”。备选形容词中,其他词义均不符合句意。



意,因此排除。

32. **K) principal**. **【详解】** 形容词辨析题。空格前有定冠词 the, 后面是名词 aim, 因此本空应填入形容词。本句意为, \_\_\_\_\_ 目的是创造一种类似于家的、令人放松的感觉。而本段第一句也提到, 所有都是为了让旅行体验不那么紧张, 由此可推断创造令人放松的感觉是主要的目的, 因此本空应填入含有“主要的”意义的形容词, 故本题答案为 K) principal “最重要的”。备选形容词中, 其他词义均不符合句意, 因此排除。
33. **J) natural**. **【详解】** 形容词辨析题。空格前的 feel 作系动词, 而且空格与 domestic、earthy 构成并列, 因此本空应填入形容词。由句意可知, 航空公司的主要目的是营造轻松的感觉, 因此倾向于使用柔和的颜色, 让人感到在家一样。因此本空应填入含有“轻松, 放松”意义的形容词, 而 J) natural “自然的”词义最接近, 由此确定本题答案。备选形容词中, 其他词义均不符合句意, 因此排除。
34. **M) simply**. **【详解】** 副词辨析题。空格处于谓语动词 has stuck 之间, 因此应填入副词。本句说明飞机座椅采用蓝色有悠久的历史, 数十年前就出现了, 一直留存到现在。stuck (原形是 stick) 本义有“卡住”的意思, 说明选用蓝色就像被卡住一样, 自然而然被保留下来, 因此本空应填入含有“简单地”意义的副词, 故本题答案为 M) simply “只不过; 简单地”。备选副词中, D) drastically “剧烈地; 急剧地”一般用于说明改变的程度, 与句意不符, 因此排除。
35. **O) symbolizes**. **【详解】** 动词辨析题。分析句子成分可知, 空格所在部分是定语从句, 先行词是“a... shade”, 作从句的主语, 而该从句中没有谓语动词, 又因为主语是第三人称单数, 因此本空应填入动词的第三人称单数形式。第一段最后一句提到, 蓝色让人联想到信任、高效等积极品质。而本句又提到, 蓝色是一种保守、令人愉悦、企业性的颜色, \_\_\_\_\_ 可以信赖和安全。所以本句也是在解释蓝色的象征意义, 因此本空应填入含有“象征, 代表”意义的动词第三人称单数形式, 故本题答案为 O) symbolizes “象征”。在备选的动词第三人称单数形式中, I) maximizes 明显不符合句意, 因此排除。

#### 全文翻译及重点词汇

全文翻译	重点词汇
<p>从最便宜的经济型航空公司到世界上最大的空运公司都可以看到: 全球的航空公司在机舱座椅上都融入了深浅不一的蓝色, 这并非巧合。这样做背后似乎确实有心理学原因。蓝色让人联想到积极的品质, 如信任、高效、安静、凉爽、沉思和沉着。</p> <p>Nigel Goode 是一位出色的航空设计师, 他在一家从事航空公司飞机内饰设计三十年的公司工作。他说: “我们作为设计师的工作是强化航空公司的品牌, 使其认可度更高。但是我们主要关心的是设计的内饰能最大限度地令人感到舒适, 以创造愉悦的环境。”</p> <p>“我们的工作就是为了让旅行体验不那么紧张, 而蓝色据说能产生镇静的感觉。虽然有些经济型航空公司可能选用更亮、更醒目的蓝色, 大多数其他航空公司还是选用柔和的色调。因为主要目的是营造类似家一样令人放松的感觉, 所以航空公司倾向于使用柔和的颜色, 从而让人感觉像在家一样, 自然而朴实。”</p> <p>这也是数十年前兴起的趋势, 只不过保留到现在。 “蓝色成为首选之色, 因为它是一个保守、令人愉悦、企业性的颜色, 象征着可信和安全。这就是为什么你会看到它用于像英国航空公司这样所有的老牌航空公司,” Nigel Goode 补充道。</p>	<p>carrier [ˈkæriə] n. 客运航空公司 shade [ʃeɪd] n. 色调 cabin [ˈkæbɪn] n. 机舱 reflection [rɪˈflekʃən] n. 沉思 aviation [ˌeɪvɪˈeɪʃən] n. 航空; 飞机制造业 interior [ɪnˈtɪəriə] n. 内部 reinforce [ˌriːnˈfɔːs] v. 加强; 巩固 primary [ˈpraɪməri] a. 首要的 concern [kənˈsɜːn] n. 关心; 担忧 induce [ɪnˈdjuːs] v. 引起; 诱导 bold [bəʊld] a. (色彩或图案) 鲜明的; 大胆的 tone [təʊn] n. 色调; 语气 earthy [ˈɜːθi] a. 有泥土气息的 emerge [ɪˈmɜːdʒ] v. 兴起; 出现 conservative [kənˈsɜːvətɪv] a. 保守的, 守旧的 agreeable [əˈɡriːəbl̩] a. 令人愉悦的 trustworthy [ˈtrʌstwɜːði] a. 可信赖的, 可靠的</p>





## 难句分析

1. Nigel Goode is a leading aviation designer who works at a company which has been delivering aircraft interiors for airlines for 30 years. (P2S1)

**分析** 句子主干是“Nigel Goode is a leading aviation designer...”, “who works...for 30 years”是定语从句, 修饰 designer。其中又包含一个 which 引导的定语从句, 修饰 company。

**译文** Nigel Goode 是一位出色的航空设计师, 他在一家从事航空公司飞机内饰设计三十年的公司工作。

2. But our primary concern is to deliver an interior that maximizes comfort to create a pleasant environment. (P2S3)

**分析** 句子主干是“our primary concern is to deliver an interior...”, that 引导的定语从句修饰 an interior。

**译文** 但是我们主要关心的是设计的内饰能最大限度地令人感到舒适, 以创造愉悦的环境。

3. Blue became the color of choice because it's a conservative, agreeable, corporate shade that symbolizes being trustworthy and safe. (P4S2)

**分析** 句子主干是“Blue became the color of choice...”, because 引导的是原因状语从句, 其中 that 引导的定语从句, 修饰 shade。

**译文** 蓝色成为首选之色, 因为它是一个保守、令人愉悦、企业性的颜色, 象征着可信和安全。

## Section B

### 总体分析

本文选自 2017 年 3 月 16 日刊登在 *www.psmag.com* 网站上一篇标题为 Why Are Asian Americans Missing from Our Textbooks? (为什么我们的教科书中缺少亚裔美国人?) 的文章。本文分析了美国教科书中缺失关于亚裔美国人的内容的原因、危害, 并讲述了如今该现状被重视且亟待改善的情况。A) ~ C) 段作者通过自己的经历, 披露了美国教育体系中对亚裔美国人的忽视; D) 段阐述了在多元文化教育背景下, 教育体系中包含各种族相关内容的益处; E) ~ H) 段揭露了现如今的美国教育体系中, 师资配比及教育方式等因素对于种族教育的不利影响; I) ~ K) 段强调了种族研究的重要性以及教育体系正在为此所做的改善性工作。

### 试题详解

36. E) **译文** 尽管庆祝了一些文化节日, 亚裔美国人所面临的不公正并没有在小学中显露出来。

**定位** 由题干中的 cultural holidays, celebrated, injustices 和 not exposed 定位到文章 E) 段第四句: 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.

**详解** 同义转述题。定位句提到, 小学课堂庆祝一些文化性节日, 农历新年, 发红包, 舞狮子, 但是这些只不过是聪明地掩饰了亚裔美国人面临的挑战和不公平。题干中的 not exposed 和定位句中的 gloss over 为同义转述, 题干中的 experienced 和定位句中的 faced 意思相近, 故答案为 E)。

37. B) **译文** 在作者学校的图书馆里几乎找不到关于中国移民的信息。

**定位** 由题干中的 the author's school library 定位到文章 B) 段第二至六句: 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.

**【详解】** 细节辨认题。定位句提到,我记得和同学们一起去图书馆寻求帮助。记得图书管理员的犹豫。她最终带着我走过一排又一排的图书,停在了图书馆的一个角落,在那里她从架子上拉出了一本超大号的图书。她查阅了目录,然后翻到了一页关于早期来到加利福尼亚州的中国移民的内容。这些就是在美国第一个唐人街的所在地旧金山的我校图书馆里能找到的所有。根据这段描述可以看出,在作者学校的图书馆里,关于中国移民的信息少之又少,故答案为 B)。

38. J) **【译文】** 一位中学老师正在尽其所能地帮助学生们了解中国移民者对美国所做的贡献。

**【定位】** 由题干中的 A middle school teacher, learn about the contributions and Chinese immigrants 定位到文章 J) 段倒数第三句: 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.

**【详解】** 同义转述题。定位句提到,中学王老师,希望他能够用这种方式让学生们了解华裔美国人对美国做出的贡献,这是他曾经还是旧金山湾区的学生时并未得到的。题干中的 Chinese immigrants 对应定位句中的 Chinese Americans, 题干中的 help students learn about 对应定位句中的 he's exposing the students to, 故答案为 J)。

39. F) **【译文】** 从幼儿园到 12 年级的基础教育体系并未将亚裔美国人列在建议学习的历史人物中。

**【定位】** 由题干中的 historical figures recommended for study 定位到文章 F) 段最后两句: Of the nearly 100 Americans recommended to be studied, 77% were white, 18% African American, 4% Native American, and 1% Latino. None were Asian American.

**【详解】** 细节辨认题。定位句提到,在将近 100 位被建议学习的美国人中,77% 为白人,18% 为华裔美国人,4% 为印第安人,1% 为拉丁美洲人。没有一位是亚裔美国人。根据前文的语境,该句中提到的是从幼儿园到 12 年级的基础教育领域中被学习的历史人物,总结该段内容,即基础教育领域中所学习的历史人物并不包括亚裔美国人,故答案为 F)。

40. H) **【译文】** 拥有多文化视角的老师的显著稀缺性导致无法应对美国的课程挑战。

**【定位】** 由题干中的 lack of teachers, a multicultural perspective and curriculum challenges 定位到文章 H) 段第一句: Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between.

**【详解】** 细节辨认题。定位句提到,有着多文化背景或是经过这种培训的老师或许能够克服这种课程挑战,但是他们非常稀少。言外之意,这类老师目前是稀缺的,因此课程挑战依旧存在。题干中的 lack 对应定位句中的 few and far between, 故答案为 H)。

41. D) **【译文】** 有着种族背景的学生能够从多文化融合的课程中学到更多。

**【定位】** 由题干中的 ethnic backgrounds, learn better and a multicultural curriculum 定位到文章 D) 段第一、二句: 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.

**【详解】** 细节辨认题。定位句提到,我们的学生——亚洲人、拉丁美洲人、华裔美国人、印第安人,白种人在一起从跨文化课程中有所收获。当有色人种的学生们在学习过程中看到了关于自己的内容,往往会更加专注而且取得更好的成绩。也就是说,在这种多文化融合的课程中,有色人种的学生收获更大。题干中的 learn better 对应定位句中的 more engaged and earn better grades, 故答案为 D)。

42. K) **【译文】** 现如今越来越多的美国高中正在将种族研究纳入其课程体系。

**【定位】** 由题干中的 high schools in America and including ethnic studies in their curriculums 定位到文章 K) 段第二至四句: 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 its high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes.

**【详解】** 细节辨认题。定位句提到,去年加利福尼亚州的立法者通过了一项法案,将使种族研究进入公立高中。包括旧金山和洛杉矶的学区,已经开始在高中提供种族研究课程。波特兰、芝加哥以及其他地区的高中已经执行亦或马上开始种族研究课。概括起来即,越来越多的美国高中正在将种族研究纳入其课程体系,故答案为 K)。

43. G) **【译文】** 对一些基础教育领域教材和教师手册的研究表明亚裔美国人在其中被不恰当地描述。

**【定位】** 由题干中的 some K-12 textbooks and teacher manuals, Asian Americans 和 inadequately and improperly represented 定位到文章 G) 段第三句: 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.

**【详解】** 细节辨认题。定位句提到,他在 2016 年对于幼儿园至 12 年级的基础教育教科书和教师手册的研究中指出,往好了说是亚裔美国人被描述得非常恶劣,往坏了说是他们被种族主义丑化了。可以概括为,基础教育教科书和教师手册中对亚裔美国人的描述是非常恶劣的。题干中的 inadequately and improperly 对应定位句中的 poorly,故答案为 G)。

44. C) **【译文】** 上了大学的课程后,作者意识到很多关于亚裔美国人的信息在他所学的教科书中是缺失的。

**【定位】** 由题干中的 taking a class in college, information about Asian Americans 和 left out of the textbooks 定位到文章 C) 段第一至三句: 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.

**【详解】** 同义转述题。定位句提到,当我参加了大学的一门关于亚裔美国人历史的入门课程,我最终有机会了解了像我一样的亚裔美国人,以及我们是如何成为美国的一部分的。这门课程揭露了真相。我意识到伴随我长大的教科书中缺少了多少信息。综合定位句可以看出作者在上了大学课程后了解了更多关于亚裔美国人的信息,同时也发现在其基础教育阶段对此信息的缺失。题干中的 was left out 是定位句中 had been missing 的同义转述,故答案为 C)。

45. I) **【译文】** 一位研究亚裔美国人的教授认为相比教师背景而言,应更加强调教师培训。

**【定位】** 由题干中的 An Asian-American studies professor, teacher training 和 teachers' background 定位到文章 I) 段第一、二句: 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.

**【详解】** 同义转述题。定位句提到,旧金山州立大学的亚裔美国人教授阿利森说,如何教授种族主义是至关重要的。她补充说道,这并不关乎教师的背景,而是培训。题干中的 "not so much about...but about..." 对应定位句中的 "placed greater emphasis on...", 故答案为 I)。

## 全文翻译及重点词汇

全文翻译	重点词汇
为什么我们的教科书中缺少亚裔美国人? A) 我仍然记得四年级时曾经参加的社会研究项目。我们班正在研究“淘金热”——所有加利福尼亚州的四年级学生都会学习的内容。我感到很兴奋,因为我主动要求过研究该时期的中国移民者。从小生长在旧金山	immigrant [ 'ɪmɪɡrənt ] n. 移民 hesitation [ ,hezɪ'teɪʃən ] n. 犹豫



湾区的我,一直知道“三藩市”在中文中翻译为“旧金山”。自从19世纪50年代中国移民抵达加利福尼亚北部海岸,希望在金矿中有所收获,这个名字就保留下来了。而现在我终于有机会研究一下了。

B) 我的兴奋感只是短暂的。(37)我记得和同学们一起去图书馆寻求帮助。记得图书管理员的犹豫。她最终带着我走过一排又一排的图书,停在了图书馆的一个角落,在那里她从架子上取下一本超大号的图书。她查阅了目录,然后翻到了一页关于早期来到加利福尼亚州的中国移民的内容。这些就是在美国第一个唐人街的所在地旧金山的我校图书馆里能找到的所有。仅此而已。

C) (44) 当我参加了大学的一门关于亚裔美国人历史的入门课程,我最终有机会了解了像我一样的亚裔美国人,以及我们是如何成为美国的一部分的。这门课程揭露了真相。我意识到伴随我长大的教科书中缺少了多少信息。这么多年来从来没有读到、看到、听到或学到关于和我有着一样背景的人的知识,这塑造了我现有的认知。我一直在想,为什么关于亚裔美国人的故事、历史和贡献并没有在幼儿园到12年級的校园中教授,尤其是在小学阶段?为什么至今为止仍然未被教授?

D) (41) 我们的学生——亚洲人、拉丁美洲人、非裔美国人、印第安人,当然,还有白种人从跨文化课程中有所收获。当有色人种的学生们在学习过程中看到了关于自己的内容,往往会更加专注而且取得更好的成绩。研究同时发现,白人学生在感到被挑战或是接触到一些新观点时会更加获益。

E) 几十年来,一些积极分子呼吁学校提供反种族主义或是跨文化的课程。然而传统的美国基础教育课程仍然遵循以欧洲为中心的立场。多文化融合往往只靠把有色人种的学生拍到照片中,或是创造某些恰好是个别种族的配角——是一种改进,但是却非常肤浅。(36)小学课堂庆祝一些文化性节日,农历新年,发红包,舞狮子,但是这些只是聪明地掩饰了亚裔美国人面临的挑战和不公平。比如大部分学生不会学习关于排斥亚洲人移民美国的法律。他们不会听到东南亚难民是如何以及为何在这里重建生活的。

F) 对学生在校所学内容的研究发现了他们学习中缺失的东西。在一次分析中,蒙特利加州大学专业研究学院的教授克里斯汀,评估了加州历史以及社会学研究体系,这些由州政府教育工作者制定的课程影响了基础教育课堂。(39)在将近100位被建议学习的美国人中,77%为白人,18%为非裔美国人,4%为印第安人,1%为拉丁美洲人。没有一位是亚裔美国人。

G) 更糟糕的是,当亚裔美国人真正出现在教科书中的时候,经常出现一些问题。州立大都会大学的助理教授尼古拉斯说,“并没有什么进展。”(43)他在2016年对于幼儿园至12年级的基础教育教科书和教师手册的研究中指出,往好了说是亚裔美国人被描述得非常恶劣,往坏了说是他们被种族主义丑化了。亚裔美国人的多样性被忽视,比如,很少提到南亚人或是太平洋岛民。而且情况可能是,亚裔美国人经常是模式化的角色,比如工程师。

H) (40) 有着多文化背景或是经过这种培训的老师或许能够克服这种课程挑战,但是他们非常稀少。在加利福尼亚州,65%的基础教育老师是白人,而与之相对75%的学生是有色人种。在全国范围内,这种差距更为悬殊。这并非要求老师们需要和他们的学生们有着相同的种族背景,但是这种不均衡就发起了挑战,从无意识的偏见到讨论种族和文化的过程中

oversized [ 'əʊvəsaɪzd ]

a. 过大的,硕大的

index [ 'ɪndeks ] n. 索引

fabric [ 'fæbrɪk ] n. 组成部分;组织,构造

introductory

[ ɪntrə'dʌktəri ] a. 导入的;介绍的

revelation [ ,revə'leɪʃən ] n. 揭露,启示

contribution

[ ,kɒntrɪ'bju:ʃən ] n. 贡献

multicultural

[ ,mʌltɪ'kʌltʃərəl ] a. 多种文化的

be exposed to 接触;暴露于

perspective [ pə'spektɪv ]

n. 观点,看法

activist [ 'æktɪvɪst ] n. 积极分子

fall back on 求助于,依赖于

injustice [ ɪn'dʒʌstɪs ] n. 不公正

exclude [ ɪk'sklud ] v. 排除,排斥

narrative [ 'nærətɪv ] n. 叙述,讲述

framework [ 'freɪmwɜ:k ] n. 框架,构架

manual [ 'mænjuəl ] n. 手册,小册子

at best 最好的情况下

racist [ 'reɪsɪst ] n. 种族主义者

at worst 最坏的情况下

overlook [ ,əʊvə'lʊk ] v. 忽视,忽略

overcome [ ,əʊvə'kʌm ] v. 克服,战胜

requirement

[ rɪ'kwəɪəmənt ] n. 要求

racial [ 'reɪʃəl ] a. 种族的

ethnic [ 'eθnɪk ] a. 人种的

unconscious [ ʌn'kɒnʃəs ]





缺少相应知识或者舒适感。

I) (45) 旧金山州立大学的亚裔美国人教授阿利森说,如何教授种族主义是至关重要的。她补充说道,这并不关乎教师的背景,而是培训。她说,“你可以上一门很好的课程,但是如果你的老师并未专注于教学,结果未必如你所愿。”

J) 一些老师在想方设法让学生接触亚裔美国人的话题,即便不在课堂中,也会在课外。今年夏天,威尔逊王会带领一个即将升入五年级的班级参加在加利福尼亚州奥克兰为期一天的野营,主题是中国文化及华裔美国人群体。比如,他的学生会学到中国移民是如何在加利福尼亚建造公路的,甚至有机会亲身“经历”一番:他们会在操场上比赛制造公路模型,其中一些学生将被迫延长“工时”,加快速度,减少酬劳。(38) 中学王老师,希望他能够用这种方式让学生们了解华裔美国人对美国做出的贡献,这是他曾经还是旧金山湾区的学生时并未得到的。“我提前播下了种子,”他说。“这正是我所希望的。”

K) 尽管一波三折,但是大势终将扭转。(42) 去年加利福尼亚州的立法者通过了一项法案,将使种族研究进入公立高中。包括旧金山和洛杉矶的学区,已经开始在高中提供种族研究课程。波特兰、芝加哥以及其他地区的高中已经执行亦或马上开始种族研究课。越来越多的高中开始教授这门课程,初中的大门也会被打开,也许,小学最终也会增加一些真正的更加多元文化的课程。如此一来将会给国家的年轻人发出信号:不管你是哪种族群,你都是重要的。你的历史至关重要。你的故事至关重要。

a. 无意识的

bias [ˈbiəs] n. 偏见

crucial [ˈkruːʃəl] a. 至关重要的

be dedicated to 致力于

setback [ˈsetbæk] n. 挫折

legislator [ˈledʒɪslətə] n. 立法者

ethnic studies 种族研究

implement [ˈɪmplɪmənt] v. 实施,执行

inevitably [ɪnˈevɪtəbli] ad. 不可避免地

ethnicity [eθˈnɪsɪti] n. 种族划分

### ● 难句分析

1. 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. (FS2)

● 分析 本句主干是“...Christine Sleeter...reviewed California's history and social studies framework...”,其中 a professor in the College of Professional Studies at California State University, Monterey Bay 是 Christine Sleeter 的同位语, the curriculum 是 history and social studies framework 的同位语, that influences what is taught in K-12 classrooms 为定语从句,修饰 curriculum, what is taught in K-12 classrooms 为宾语从句。

● 译文 在一次分析中,蒙特利加州大学专业研究学院的教授克里斯汀,评估了加州历史以及社会学研究体系,这些由州政府教育工作者制定的课程影响了基础教育课堂。

2. 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. (JS5)

● 分析 本句主干是“Wong hopes...”,其中 a middle school teacher during the school year 是 Wong 的同位语,“he's exposing the students to...”为宾语从句,that he didn't get as a student growing up in the San Francisco Bay Area 为定语从句,修饰 something。

● 译文 中学王老师,希望他能够用这种方式让学生们了解华裔美国人对美国做出的贡献,这是他曾经还是旧金山湾区的学生时并未得到的。



### 总体分析

本文选自一本名为 *Art and Creativity* (艺术与创造力) 的图书。本文主要介绍了街头艺术家的反向涂鸦创作, 及相关当局荒谬的做法。第一段指出世界各地的很多街头艺术家开始通过一种叫做反向涂鸦的活动提醒人们注意城市里的污染。第二段具体论述了巴西艺术家亚历山大·奥利恩, 通过反向涂鸦, 把圣保罗的一条交通隧道变成了一幅令人惊叹的壁画, 提醒司机他们的污染对地球造成的影响。第三段指出, 反向涂鸦艺术家的这种反污染的信息让城市当局很困惑。第四段指出, 追加陈述了城市当局对于亚历山大的反向涂鸦采取的激烈可笑的做法。

### 试题详解

46. 关于反向涂鸦, 我们能从本文中了解到什么?

- A) 它使用颜料来创作反对污染的图案。 C) 它使司机分散了很多注意力。  
B) 它给当地市民造成了很多困扰。 D) 它把肮脏的墙变成了艺术作品。

**定位** 由题干中的 *reverse graffiti* 定位到首段第四、五句: *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.*

**详解** 事实细节题。文章首段第四、五句指出, 他们找到一些有污垢的墙面, 然后用清洁刷或高压水管在上面画上图像或文字。不管用哪种方式, 原则是一样的: 这个图像是通过擦去污垢来画上的。由此可知反向涂鸦肮脏的墙变成了艺术作品, 故答案为 D)。

**干扰项排除** 首段第四句提到, 街头艺术家找到一些有污垢的墙面, 然后用清洁刷或高压水管在上面画上图像或文字, 而非颜料, 故排除 A) 项; 首段第六句提到, 所有的画家都有一个共同的目的: 提醒人们注意我们城市里的污染。而非给当地市面造成困扰, 故排除 B) 项; 文章第二段提及一条交通隧道里创造的反向涂鸦壁画旨在提醒司机他们的污染对地球造成的影响, 但这并不能说明反向涂鸦会分散司机的注意力, 故排除 C) 项。

47. 反向涂鸦艺术家想要做什么?

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

**定位** 由题干中的 *reverse graffiti artists* 定位到第一段第六句: *Each artist has their own individual style but all artists share a common aim; to draw attention to the pollution in our cities.*

**详解** 事实细节题。文章首段第六句提到, 所有的画家都有一个共同的目的: 提醒人们注意我们城市里的污染。由此可知, 反向涂鸦艺术家想提高公众对于环境污染的意识, 故答案为 C)。

**干扰项排除** A) 项文中没有提及, 故排除; B) 项反向涂鸦虽然产生美化城市的结果, 这并非是反向涂鸦艺术家的目的, 故排除; D) 项文中没有提及, 故排除。

48. 关于巴西艺术家亚历山大·奥利恩我们了解到了什么?

- A) 他擅长画白色的颅骨。 C) 他建议禁止所有污染环境的汽车。  
B) 他选择了在隧道创作他的涂鸦艺术。 D) 他喜欢创作艺术作品。

**定位** 由题干中的 *Brazilian artist Alexandre Orion* 定位到第二段第一句: *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.*

**详解** 推理判断题。文章第二段第一句指出, 巴西艺术家亚历山大·奥利恩, 在 2006 年通过清除灰尘圣保罗的一条交通隧道变成了一幅令人惊叹的壁画。由此可见, 亚历山大·奥利恩他选择了在隧道





来创作他的涂鸦艺术。故答案为B)。

**干扰项排除** 本段第二句指出亚历山大·奥利恩创造的反向涂鸦是由一系列的白色头骨构成的画。根据此信息无法推出亚历山大·奥利恩擅长画白色的颅骨,故排除A);本段最后一句话指出,奥利恩说,每一位汽车驾驶员舒服地坐在他们的车里,但是他们没有丝毫考虑到他们的舒适给环境以及从而给他们自身带来的代价。奥利恩确实提倡司机要注意到环境污染问题,但根据本句话,无法推出奥利恩建议禁止所有污染环境的汽车,C)为过度推理,故排除;本段只是指出亚历山大·奥利恩创造的反向涂鸦是由一系列的白色头骨构成的画。无法推断他喜欢创作艺术作品,D)为过度推理,故排除。

49. 关于利兹市政府的决定作者暗示了什么?

- A) 很荒谬。 C) 很出人意料。  
B) 非常有见地。 D) 非常明智。

**定位** 由题干中的 Leeds City Council's decision 定位到第三段第二、三、四、五句: 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?

**详解** 观点态度题。第三段第二至五句提到,利兹市政府对于“麋鹿”(Moose)的作品的的评价:“利兹市民想要生活在干净和有魅力的社区里。我们认为这种广告是一种对环境的破坏,我们会采取强硬措施来抵制它。”“麋鹿”(Moose)被要求“清除他的作品”。他该怎么做呢,要把他清理的墙壁再弄脏吗?由此可见,对于已经创造好的反向涂鸦作品,无法再清除,故作者对于利兹市政府的决定很荒谬,故答案为A)。

**干扰项排除** 根据定位句,同时排除其他选项。

50. 圣保罗市官员是如何处理亚历山大·奥利恩的反向涂鸦的?

- A) 他们让他清理了圣保罗的所有隧道。 C) 他们控告他污染了城市里的隧道。  
B) 他们采取了强硬措施禁止所有的反向涂鸦。 D) 他们让他不能继续他的艺术。

**定位** 由题干中的 Sao Paulo city officials 定位到最后一段最后一句: They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

**详解** 推理判断题。最后一段最后一句指出,圣保罗的官员决定不仅清理了整个隧道,而且把圣保罗的每一条隧道都清理了。由此可知,隧道清理干净了,奥利恩就无法在隧道进行反向涂鸦创造了。圣保罗的官员让奥利恩不能继续他的艺术,故答案为D)。

**干扰项排除** 最后一段第二句指出,官员没有别的选择,只能把隧道清理了 但也只是清理了亚历山大已经清理的那一部分。而非让亚历山大自己亲自去清理,故排除A);最后一段倒数第二句指出,市政府官员决定采取强硬措施(drastic action),即清理了该市所有的隧道,而非禁止反向涂鸦创作,故排除B);最后一段第一句指出,对于那位巴西艺术家的作品,当局非常恼怒,但是找不到任何理由向他提出控告,故排除C)。

## 全文翻译及重点词汇

全文翻译	重点词汇
什么时候清理墙壁是一种犯罪呢?很明显,是在你清理墙壁来创作艺术的时候。世界各地的很多街头艺术家开始通过一种叫做反向涂鸦的活动来表达自己的思想。(46) 他们找到一些有污垢的墙面,然后用清洁刷或高压水管在上面画上图像或文字。不管用哪种方式,原则是一样的:这个图像是通过擦去污垢来画上的。(47) 每个艺术家都有他们自己的个人风格,但是所有的艺术家都有一个共同的目的:提醒人	reverse [rɪ'vɜːs] a. 相反的 clean away 清除,擦去 tunnel [ˈtʌnl] n. 隧道 remind sb. of sth. 提醒某人某事 confuse [kən'fjuːz] v. 使困惑



们注意我们城市里的污染。英国的保罗·柯蒂斯,更广为人知的名字是“麋鹿”,活跃在利兹市和伦敦市,受很多公司的委托来制作反向涂鸦广告。

(48) 巴西艺术家亚历山大·奥利恩,在2006时通过清除灰尘把圣保罗的一条交通隧道变成了一幅令人惊叹的壁画。这幅画是由一系列的白色头骨构成的,就是在提醒司机他们的污染对地球造成的影响。“每一位汽车驾驶员舒服地坐在他们的车里,但是他们丝毫没有考虑到他们的舒适给环境以及最终给他们自身带来的代价,”奥利恩说。

反向涂鸦艺术家的这种反污染的信息让城市当局很困惑,因为针对反对涂鸦的主要反对论点就是涂鸦会破坏公共和私人财产的外观。

(49) 这是利兹市政府对于“麋鹿”(Moose)的作品的评价:“利兹市民想要生活在干净和有魅力的社区里。我们认为这种广告是一种对环境的破坏,我们会采取强硬措施来抵制它。”“麋鹿”(Moose)被要求“清除他的作品”。他该怎么做呢:要把他清理的墙壁再弄脏吗?

对于那位巴西艺术家的作品,当局非常恼怒,但是找不到任何理由指控他。他们没有别的选择,只能把隧道清理了——但也只是清理了亚历山大已经清理的那一部分。这位艺术家却在另一边继续他的活动。然后圣保罗市政府官员决定采取激烈的措施。(50) 他们不仅清理了整个隧道,而且把圣保罗的每一条隧道都清理了。

authority [ɔ:'θɒrəti] n. 当局

spoil [spɔɪl] v. 破坏

be supposed to 应该

charge sb. with sth. 指控某人某事

option ['ɒpʃn] n. 选择

merely ['mɪəli] ad. 只不过

campaign [kæm'peɪn] n. 活动

take drastic action 采取强硬措施

### ● 难句分析

1. “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. (P2S3)

● 分析 本句主干是“says Orion”,引号内为宾语从句,该宾语从句为 but 连接的并列句。宾语从句的主干1为“Every motorist sits...”;主干2为“they don't give any consideration to the price...”。其中 their comfort has 为定语从句,修饰 price, for 后面接状语。

● 译文 “每一位汽车驾驶员舒服地坐在他们的车里,但是他们没有丝毫考虑到他们的舒适给环境以及从而给他们自身带来的代价,”奥利恩说。

2. 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. (P3S1)

● 分析 本句主干是“The anti-pollution message...confuses city authorities”。since 引导的为原因状语从句,其主干为“the main argument is...”;其中 that 引导的为表语从句,其主干为 it spoils the appearance of both types of property: public and private。

● 译文 反向涂鸦艺术家的这种反污染的信息让城市当局很困惑,因为针对反对涂鸦的主要反对论点就是涂鸦会破坏公共和私人财产的外观。

### Passage Two

### ● 总体分析

本文选自2018年12月26日刊登在 [www.theatlantic.com](http://www.theatlantic.com) (大西洋月刊) 网站上的一篇标题为 The Way American Parents Think About Chores Is Bizarre (美国家长对于家务活的想法匪夷所思) 的文章。本文主要分析了美国家长给孩子零花钱让孩子做家务的做法,并指出了相关专家的意见。第一段指出大多数美国家长会把给孩子零用钱和完成家务活联系在一起。第二段具体论述了心理学家苏妮娅·卢瑟和作家罗恩·利伯对此的观点。第三段指出犹他州立大学教授大卫·兰西的研究,并得出结论:不要用钱来作为做家务的动力,而是在孩子真的还想做家务的时候,让孩子更早地参与其中。





51. 专家是怎么看待给孩子钱让他们做家务的?

- A) 它给孩子的益处不止一种。 C) 它可能不是最好的办法。  
B) 它能帮助孩子学会劳动的价值。 D) 它可能不会被低收入父母接纳。

**定位** 由题干中的 paying children for doing chores 定位到首段第四句: 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.

**详解** 事实细节题。文章首段第四句指出,虽然很多父母认为因为完成家务活而给孩子零用钱对他们的孩子来说是有益的,很多专家担心把零用钱和做家务联系得太紧密了可能不是很理想。由此可知,专家认为给孩子钱让他们做家务可能不是最好的办法。故答案为 C)。题干中的 the best thing 对应原文中的 ideal。

**干扰项排除** 首段第四句提到,很多父母认为因为完成家务活而给孩子零用钱对他们的孩子来说是有益的,而非专家的看法,故排除 A) 项;首段第三句提到大多数美国家长给孩子零用钱会把它和完成家务活联系在一起。但并未指出专家认为这样会让孩子懂得劳动的价值,故排除 B) 项;原文并未提及低收入家庭,故排除 D) 项。

52. 根据苏妮娅·卢瑟的说法,做家务能帮孩子学会\_\_\_\_\_。

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

**定位** 由题干中的 Suniya Luthar 定位到第二段第一、二句: 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.

**详解** 事实细节题。文章第二段第一、二句提到,心理学家苏妮娅·卢瑟反对因为做家务而给孩子钱。卢瑟不反对给孩子零用钱,但是她认为应该明确不是因为能得到钱而做家务,而是因为做家务才能让一个家庭正常运转。由此可知,苏妮娅·卢瑟认为做家务能帮孩子学会分担家庭责任,故答案为 A)。

**干扰项排除** B) 项文中没有提及,故排除;本段第三句指出,卢瑟建议的获取零用钱的方法与作家罗恩·利伯一致。罗恩·利伯建议零用钱被用作一种向孩子展示如何节省、给予和花在乎的东西上的方法。根据此句话,无法推断出做家务可培养孩子的独立精神,故排除 C) 项;第二段第二句指出,卢瑟不反对给孩子零用钱,但是她认为应该明确不是因为能得到钱而做家务,而是因为做家务才能让一个家庭正常运转。但并未提及做家务可令自己管理家庭事务,D) 项为过度推理,故排除。

53. 罗恩·利伯认为给孩子零用钱的目的应该是什么?

- A) 帮助加强家庭纽带。 C) 激励他们做更多的家务。  
B) 教会他们如何管理金钱。 D) 表达父母对他们的帮忙的感激。

**定位** 由题干中的 Ron Lieber 定位到第二段第三、四句: 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."

**详解** 推理判断题。文章第二段第三、四句指出罗恩·利伯建议零用钱被用作一种向孩子展示如何节省、给予和花在乎的东西上的方法。孩子们应该做家务,他写道:“和成人的理由一样,因为家务应该做,而不是为了期望得到补偿。”由此可见,罗恩·利伯认为零花钱教会孩子如何管理金钱,故答案为 B)。

**干扰项排除** 罗恩·利伯并未提及有关零花钱可增强家庭纽带,故排除 A); 本段第四句指出,罗恩·利伯认为孩子们应该做家务,他写道:“和成人的理由一样,因为家务应该做。但并未指出零花钱



可激励孩子做更多的家务,C)为过度推理,故排除;D)项原文并未提及,故排除。

54. 大卫·兰西说 18 个月的孩子会怎么样?

A) 他们本能地想在家里帮忙。

C) 他们应该学会理解家庭责任。

B) 他们太小了不能因为做了什么而要钱。

D) 他们需要一点动力来参与家务。

**定位** 由题干中的 David Lancy 和 18-month-olds 定位到第三段第三、四句: 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.

**详解** 推理判断题。第三段第三句提到,在大约 18 个月的时候,兰西说,大多数孩子会渴望帮助父母。由此可见,18 个月的大的孩子本能地想在家里帮忙。故答案为 A)。

**干扰项排除** 兰西并未提及 18 个月的大的孩子太小了不能因为做了什么而要钱,故排除 B); 本段第四句指出在很多文化中,孩子也在 18 个月大就从很简单的任务开始,但是他们的责任会逐渐增长。兰西并未提及 18 个月的大的孩子就应该学会理解家庭责任,故排除 C); 本段第七、八句指出,在美国,直到孩子六七岁,失去了帮忙的意愿,家长再以报酬的方法来刺激他们,这个并非针对 18 个月孩子的做法,故排除 D)。

55. 大卫·兰西建议美国父母怎么做?

A) 在做家务方面给孩子树立好榜样。

C) 教孩子如何做家务。

B) 让孩子无偿做家务。

D) 接受孩子早期想帮忙的尝试。

**定位** 由题干中的 David Lancy 和 advise 定位到第三段最后一句: The solution to this problem is not to try to use money as an incentive to do housework, but to get children involve in housework much earlier, when they actually want to do it.

**详解** 推理判断题。最后一段最后一句指出,兰西认为不要用钱来作为做家务的动力,而是在孩子真的想做家务的时候,让孩子更早地参与其中。由此可知,兰西认为美国家长应接受孩子早期想帮忙的尝试,故答案为 D)。

**干扰项排除** 原文并未提及美国父母在做家务方面给孩子树立好榜样,故排除 A); 最后一段最后一句指出,兰西认为这个问题解决的方法不是企图用钱来作为做家务的动力,而是让孩子更早地参与家务,在他们真的想做的时候,而非让孩子无偿做家务, B) 曲解了本句话,故排除 B); C) 项并未提及,故排除。

全文翻译及重点词汇

全文翻译	重点词汇
<p>在美国给孩子零用钱这种做法一百年前就开始流行了。现在美国孩子平均每年收到的零用钱有 800 美元左右。但是大多数美国家长会把给孩子零用钱和完成家务活联系在一起。(51) 虽然很多父母认为因为完成家务活而给孩子零用钱对他们的孩子来说是有益的,很多专家担心把零用钱和做家务联系地太紧密了可能不很理想。实际上,世界上很多家庭中家务活的作用朝着另一个方向发展。</p> <p>(52) 心理学家苏妮娅·卢瑟反对因为做家务而给孩子钱。卢瑟不反对给孩子零用钱,但是她认为应该明确不是因为能得到钱而做家务,而是因为做家务才能让一个家庭正常运转。(53) 卢瑟建议的获取零用钱的方法与作家罗恩·利伯一致。罗恩·利伯建议零用钱被用作一种向孩子展示如何节省、给予和花在在乎的东西上的方法。孩子们应该做家务,他写道:“和成人的理由一样,因为家务应该</p>	<p>allowance [ə'laʊəns] n. 津贴</p> <p>on average 平均</p> <p>majority [mə'dʒɒrəti] n. 大多数</p> <p>tie...to... 把……与……联系在一起</p> <p>chore [tʃɔ:] n. 家务</p> <p>a range of 一些</p> <p>household ['haʊshəʊld] n. 家庭</p> <p>point to 表明</p> <p>be opposed to 与……相对</p> <p>lead to 导致</p> <p>keep...running 使……运转</p>





做,而不是为了期望得到补偿。”

这种观点也有批评者,但是考虑到世界上做家务的方式,可能会改变人们的想法。犹他州立大学教授大卫·兰西研究了世界上不同的家庭是如何处理家务的。(54) 在大约 18 个月的时候,兰西说,大多数孩子会渴望帮助父母。在很多文化中,他们也就从那个年纪开始帮忙。他们从很简单的任务开始,但是他们的责任会逐渐增长。并且他们做这些任务也是没有报酬的。兰西把这种现象和美国的做法做了对比。“我们一直否认孩子们帮忙的尝试,直到他们六七岁,”兰西说,“但那时很多孩子已经失去了帮忙的意愿,然后再以报酬的方法来刺激他们。(55) 这个问题解决的方法是用钱来作为做家务的动力,而是在孩子真的想做家务的时候,让孩子更早地参与其中。”

be compatible with 与……相容

a means of 一种……的手段

expectation [ˌekspek'teɪʃən]

n. 期望

compensation

[ˌkɒmpen'seɪʃən] n. 报酬

become eager to 渴望

contrast...with... 将……与……

形成对比

deny [dɪ'naɪ] v. 否认

motivate ['məʊtɪveɪt] v. 激励

incentive [ɪn'sentɪv] n. 刺激

### ● 难句分析

1. 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. (P2S2)

● 分析 本句是由 but 连接的并列句。主干 1 是 Luthar is not opposed to giving allowances; 主干 2 是 “she thinks it's important to establish...”, 其中 that 引导的为宾语从句, 其主干为 “chores are done...”, 该宾语从句中的两个 because 引导的为原因状语从句, 并用 “not...but...” 连接。

● 译文 卢瑟不反对给孩子零用钱, 但是她认为应该明确不是因为能得到钱而做家务, 而是因为做家务才能让一个家庭正常运转。

2. This argument has its critics, but considering the way chores are undertaken around the world may change people's thinking. (P3S1)

● 分析 本句是由 but 连接的并列句。主干 1 是 This argument has its critics; 主干 2 是 “considering the way...may change people's thinking”, 其中 chores are undertaken around the world 为定语从句修饰 the way。

● 译文 这种观点也有批评者, 但是考虑到世界上做家务的方式, 可能会改变人们的想法。

## Part IV Translation

### □ 参考译文

Tea has been in existence for 5 000 years. According to legend, a few leaves of wild trees fell into his pot while Shen Nong was drinking boiling water, and the boiling water immediately released a pleasant fragrance. He took a few sips, feeling quite refreshed. Thus tea was discovered.

Since then, tea has become popular in China. Tea plantations spread all over the country, and tea merchants became rich. Expensive, elegant tea sets have become a status symbol.

Today, tea is not only a healthy drink, but also an integral part of Chinese culture. More and more international tourists learn about Chinese culture while tasting tea.

### □ 逐句精析

1. 茶拥有 5 000 年的历史。

● 词汇难点 茶 tea; 拥有……的历史 have a history of...



表达难点 本句描述茶的历史悠久。“拥有5 000年的历史”可译为 have been in existence for 5 000 years 或 have had a history of 5 000 years。

2. 传说,神农氏(Shen Nong)喝开水时,几片野树叶落进壶里,开水顿时散发出宜人的香味。

词汇难点 (据)传说 according to legend/legend has it that...; 开水 boiling water; 顿时 immediately/at once; 散发出 release; 宜人的香味 pleasant fragrance/smell

表达难点 本句介绍茶的起源。本句中文结构较为松散,译成英文时注意把握句子强调的重点和逻辑。本句重点说明“茶是怎么被发现的”——在此过程中,“几片叶子落进壶里”和“开水散发出香味”为关键信息,可将这两个信息作为主干,用 and 连接,并将相对次要的“神农氏喝开水时”译为时间状语从句。

3. 他喝了几口,觉得很提神。

词汇难点 喝了几口 take a few sips; 提神 feel refreshed

表达难点 本句继续说明“茶被发现的过程”。“喝了几口”即“喝了几口茶水”,英语中 sip 作名词时,可表示“一小口(饮料)”,与此处语境相符,“喝了几口”可译为 took a few sips。

4. 茶就这样发现了。

词汇难点 就这样 thus/so; 发现 discover

表达难点 本句进行总结。“就这样”可用英语中的 thus/so/in this way 来表达。注意此句的语态:汉语常用主动语态,有时会省略“被”字,如此句的“茶就这样(被)发现了”,而英语谓语动词的语态要严格地与主语保持一致,所以此处译成英文时,要注意增译出被动语态。

5. 自此,茶在中国开始流行。

词汇难点 自此 since then/from then on; 流行 popular

表达难点 本句说明茶在中国开始流行开来。“自此”即“从那时起”,可译为 since then/from then on。注意搭配状语 since then 时,主句应用完成时态。搭配 from then on 时,谓语可用 became popular。

6. 茶园遍布全国,茶商变得富有。

词汇难点 茶园 tea plantation/tea garden; 茶商 tea merchant/tea seller/tea dealer

表达难点 本句承接上句,指出“茶在中国流行”的具体表现。“遍布全国”即“在全国范围内扩散”,可译为 spread all over the country。“变得富有”可译为 became/got rich/wealthy。

7. 昂贵、雅致的茶具成了地位的象征。

词汇难点 昂贵的 expensive/valuable; 雅致的 elegant/tasteful; 茶具 tea set; 地位的象征 status symbol

表达难点 本句继续说明茶的演变。“茶具”为 tea set,指喝茶时所用的一套用品。set 作名词时,指“(物品的)一套,一副,一组”,符合此处语境。“成了地位的象征”可译为 have become/have been seen as a status symbol。

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。

词汇难点 健康的饮品 healthy drink; 组成部分 (integral) part /component/element

表达难点 本句指出茶的文化内涵。本句主干为“茶不仅是……而且是……”,可用“not only...but also...”结构来翻译。

9. 越来越多的国际游客一边品茶,一边了解中国文化。

词汇难点 国际游客 international tourists; 品茶 taste/sip/enjoy tea

表达难点 本句指出茶已成为国际游客了解中国文化的载体。“一边品茶,一边了解中国文化”的内在逻辑为:通过品茶来了解中国文化,因此可将“了解中国文化”译为主干,将“一边品茶”译为状语。

