

四级真题

一笑而过

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思思大王

讲英语

King of English



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CHINA MACHINE PRESS



第3版

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay about a campus activity that has benefited you most. You should state the reasons and write at least 120 words but no more than 180 words.

Part II Listening Comprehension (30 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

1. A) The man is not good at balancing his budget. B) She will go purchase the gift herself.
C) The gift should not be too expensive. D) They are going to Jane's house-warming party.
2. A) He is quite willing to give the woman a hand. B) It takes patience to go through the statistics.
C) He has prepared the statistics for the woman. D) The woman should take a course in statistics.
3. A) Page 55 is missing from the woman's scripts. B) They cannot begin their recording right away.
C) The woman does not take the recording seriously. D) The man wants to make some changes in the scripts.
4. A) The date of Carl's wedding. B) The birthday of Carl's bride.
C) A significant event in July. D) Preparations for a wedding.
5. A) The woman forgot to tell the man in advance. B) The man was absent from the weekly meeting.
C) The woman was annoyed at the man's excuse. D) The man was in charge of scheduling meetings.
6. A) The woman is a marvelous cook. B) The woman has just bought an oven.
C) The man has to leave in half an hour. D) The man cannot wait for his meal.
7. A) How she can best help the man. B) Where the man got the bad news.
C) What items sell well in the store. D) Whether the man can keep his job.
8. A) The woman can sign up for a swimming class. B) He works in the physical education department.
C) The woman has the potential to swim like a fish. D) He would like to teach the woman how to swim.

Questions 9 to 11 are based on the conversation you have just heard.

9. A) He teaches in a law school. B) He loves classical music.
C) He is a diplomat. D) He is a wonderful lecturer.
10. A) Went to see a play. B) Watched a soccer game.
C) Took some photos. D) Attended a dance.
11. A) She decided to get married in three years. B) Her mother objected to Eric's flying lessons.
C) She insisted that Eric pursue graduate studies. D) Her father said she could marry Eric right away.

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

12. A) Editor. B) Teacher. C) Journalist. D) Typist.
13. A) The beautiful Amazon rainforests. B) A new railway under construction.
C) Big changes in the Amazon valley. D) Some newly discovered scenic spot.
14. A) In news weeklies. B) In newspapers' Sunday editions.



- C) In a local evening paper.
15. A) To be employed by a newspaper.
C) To sell her articles to a news service.
D) In overseas editions of U. S. magazines.
B) To become a professional writer.
D) To get her life story published soon.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some 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.

Passage One

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

16. A) Nodding one's head.
C) Holding up the forefinger.
17. A) Looking away from them.
C) Bowing one's head to them.
18. A) Looking one's superior in the eye.
C) Showing the sole of one's foot to a guest.
B) Waving one's hand.
D) Turning the right thumb down.
B) Forming a circle with fingers.
D) Waving or pointing to them.
B) Keeping one's arms folded while talking.
D) Using a lot of gestures during a conversation.

Passage Two

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

19. A) They had to beg for food after the harvest.
C) They shared a small flat with their relatives.
20. A) Tour Ecuador's Andes Mountains.
C) Purchase a plot to build a home on.
21. A) The achievements of the Trickle Up Program.
C) Different forms of assistance to the needy.
B) They grew wheat and corn on a small farm.
D) The children walked to school on dirt roads.
B) Earn an annual income of \$2,800.
D) Send their children to school.
B) A new worldwide economic revolution.
D) The life of poor people in developing countries.

Passage Three

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

22. A) They are highly sensitive to cold.
C) They are a living part of our body.
23. A) It has to be removed in time by a dentist.
C) It contains many nerves and blood vessels.
24. A) It can change into acids causing damage to their outer covering.
B) It greatly reduces their resistance to the attacks of bacteria.
C) It makes their nerves and blood vessels more sensitive to acid food.
D) It combines with food particles to form a film on their surface.
25. A) Food particles.
C) Unhealthy living habits.
B) They are vitally important to our life.
D) They are a chief source of our pain.
B) It is a rare oral disease among old people.
D) It is a sticky and colorless film on the teeth.
B) Gum disease.
D) Chemical erosion.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.

Stunt people (替身演员) are not movie stars, but they are the hidden heroes of many movies.

They were around long before films. Even Shakespeare may have used them in fight scenes. To be good, a fight scene has to look real. Punches must (26) _____ enemies' jaws. Sword fights must be set up so that no one gets hurt. It is almost like planning a dance performance.

If a movie scene is dangerous, stunt people usually (28) _____ the stars. You may think you see Tom Cruise running along the top of a train. But it is (29) _____ his stunt double. Stunt people must (30) _____ the stars they stand in for. Their height and build should be about the same. But when close-ups are needed, the film (31) _____ the star.

Some stunt people (32) _____ in certain kinds of scenes. For instance, a stunt woman named Jan Davis does all kinds of jumps. She has leapt from planes and even off the top of a waterfall. Each jump required careful planning and expert (33) _____.

Yakima Canutt was a famous cowboy stunt man. Among other stunts, he could jump from a second story window onto a horse's back. He (34) _____ the famous trick of sliding under a moving stagecoach. Canutt also (35) _____ a new way to make a punch look real. He was the only stunt man ever to get an Oscar.

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.**

Questions 36 to 45 are based on the following passage.

For decades, Americans have taken for granted the United States' leadership position in the development of new technologies. The *innovations* (创新) that resulted from research and development during World War II and afterwards were _____ 36 _____ to the prosperity of the nation in the second half of the 20th century. Those innovations, upon which virtually all aspects of _____ 37 _____ society now depend, were possible because the United States then _____ 38 _____ the world in mathematics and science education. Today, however, despite increasing demand for workers with strong skills in mathematics and science, the _____ 39 _____ of degrees awarded in science, math, and engineering are decreasing.

The decline in degree production in what are called the STEM disciplines (science, technology, engineering, and math) seems to be _____ 40 _____ related to the comparatively weak performance by U. S. schoolchildren on international assessments of math and science. Many students entering college have weak skills in mathematics. According to the 2005 report of the Business-Higher Education Forum, 22 percent of college freshmen must take *remedial* (补习的) math _____ 41 _____, and less than half of the students who plan to major in science or engineering _____ 42 _____ complete a major in those fields.

The result has been a decrease in the number of American college graduates who have the skills, _____ 43 _____ in mathematics, to power a workforce that can keep the country at the *forefront* (前沿) of innovation and maintain its standard of living. With the _____ 44 _____ performance of American students in math and science has come increased competition from students from other countries that have strongly supported education in these areas. Many more students earn _____ 45 _____ in the STEM disciplines in developing countries than in the United States.

- | | | |
|-----------------|---------------|----------------|
| A) accelerating | F) critical | K) led |
| B) actually | G) declining | L) met |
| C) closely | H) degrees | M) procedures |
| D) contemporary | I) especially | N) proportions |
| E) courses | J) future | O) spheres |

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**.

Ban Sugary Drinks—That Will Add Fuel to the Obesity War

A) On a train last Thursday, I sat opposite a man who was so fat he filled more than one seat. He was pale and disfigured and looked sick to death, which he probably was: *obesity* (肥胖) leads to many nasty ways of dying. Looking around the carriage, I saw quite a few people like him, including a couple of fatty children with swollen cheeks pressing against their eyes. These people are part of what is without exaggeration an *epidemic* (流行病) of obesity.

B) But it is quite unnecessary: there is a simple idea—far from new—that could spare millions of such people a lifetime of *chronic* (长期的) ill health, and at the same time save the National Health Service (NHS) at least £ 14 billion a year in England and Wales. There would, you might think, be considerable public interest in it. This simple idea is that sugar is as good—or as bad—as poison and should be avoided. It is pure, white and deadly, as Professor John Yudkin described it 40 years ago in a revolutionary book of that name. The subtitle was *How Sugar Is Killing Us*.

C) In its countless hidden forms, in ready meals, junk food and sweet drinks, sugar leads to *addiction* (瘾), to hormonal upsets to the appetite, to *metabolic* (新陈代谢的) malfunctions and obesity and from there to type 2 *diabetes* (糖尿病) and its many horrible complication. If people really grasped that, they would try to kick the habit, particularly as Britain is the “fat man of Europe”. They might even feel driven to support government measures to prevent people from consuming this deadly stuff. Yet so far this idea has met little but resistance.

D) It is not difficult to imagine the *vested interests* (既得利益集团) lined up against any sugar control—all the food and drink manufacturers, processors, promoters and retailers who make such easy pickings out of the magic powers of sugar. Then there are the liberals, with whom I would normally side, who protest that government regulation would be yet another instance of interference in our lives.

E) That is true, but people should realise that you cannot have a welfare state without a *nanny state* (保姆国家), to some degree. If we are all to be responsible for one another's health insurance, through socialised medicine, then we are all closely involved in one another's health, including everyone's eating and drinking. That has already been admitted, finally, with smoking. But it has yet to be admitted with overeating, even though one in four adults in this country is obese and that number is predicted to double by the year 2050. Quite apart from anything else, obesity will cripple the NHS.

F) Recently, though, there have been signs that the medical establishment is trying to sound the alarm. Last month the Academy of Medical Royal Colleges (AMRC) published a report saying that obesity is the greatest public health issue affecting the UK and urging government to do something.

G) The report offers 10 recommendations, of which the first is imposing a tax of 20 percent on sugary drinks for at least a year, on top of the existing 20 percent value-added tax. That at least would be an excellent start. The amounts of sugar in soft drinks are horrifying, and turn straight to fat. As Professor Terence Stephenson, head of the AMRC, has said, sugary soft drinks are “the ultimate bad food. You are just consuming neat sugar. Your body didn't evolve to handle this kind of thing.”

H) Precisely. The risks of eating too much fat or salt (which are very different) pale into insignificant compared with the harm done by sugar. And it is everywhere.

I) It is difficult to buy anything in a supermarket, other than plain, unprepared meat, fish or vegetables, that doesn't have a large amount of sugar in it. This has come about because the prevailing scientific views of the 1960s and 1970s ignored the evidence about sugar, and instead saw fat as the really serious risk, both to the heart and other organs, as well as the cause of obesity.

J) The fashion was to avoid fat. But finding that food with much of its fat removed is not very appetising, food producers turned to sugar as a magic alternative flavor enhancer, often in the forms of *syrops* (糖浆) that had recently been developed from corn, and put it generously into most prepared foods and soft drinks.

K) This stuff is not just fattening. It is addictive. It interferes with the body's metabolism, possibly via the activity of an appetite-controlling hormone. There's plenty of evidence for this, for those who will accept the truth.

L) Theoretically, people ought to make “healthy choices” and avoid overeating. But sugar additives are not easy to identify and are hard to avoid. So the snacking, over-drinking and over eating that makes people fat is not really their own fault; obesity is in large part something that is being done to them. It should be stopped, or rather the government should stop it.

M) Going round my local supermarket, I am constantly astonished that it is still legal to sell all the poisons stacked high on the shelves. The problem is that they are worse than useless. They are poisonous. They are known to be addictive. They are known to make people obese. And giving small children sweet drinks or bottles of fake juice all day long is nothing less than child abuse.

N) Clearly, the sale of such stuff ought to be illegal. I hate to think of yet more government regulation. But a bit of tax on sweet soda and a little more health education, a bit of cooking in schools and banning *vending machines* (自动售货机) here and there—as suggested by the AMRC report—is not going to achieve very much. Labelling is quite inadequate. What is needed is legislation banning high levels of sugary syrups used in foods and drinks.

O) In June 2012, the then minister for public health said the government was not scared of the food industry and had not ruled out legislation, because of the costs of obesity to the NHS. However, nothing has happened yet. Why not have another Jammie Dodger biscuit and forget about it.

46. Avoiding over-consumption of sugar can improve people's health as well as save medical expenses.
47. Laws should be passed to make it illegal to produce overly sweet foods or drinks.
48. Giving small children sweet juices to drink all the time is equal to child abuse.
49. Looking around, the author found obesity quite widespread.
50. The number of obese people is expected to increase quickly in the next few decades.
51. If people really understood the horrible consequences of sugary foods and drinks, they would support government measures against sugar consumption.
52. It would be a very good beginning to impose an additional tax on sugary drinks.
53. The government has not yet taken any action to regulate sugar consumption although it indicated its intention to do so some time ago.
54. Sugar is far more harmful to health than fat and salt.
55. Consumers of sweet foods are not really to blame because they cannot tell what food is sugary.

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 56 to 60 are based on the following passage.

The rise of the Internet has been one of the most transformative developments in human history, comparable in impact to the invention of the printing press and the telegraph. Over two billion people worldwide now have access to vastly more information than ever before, and can communicate with each other instantly, often using Web-connected mobile devices they carry everywhere. But the Internet's tremendous impact has only just begun.

“Mass adoption of the Internet is driving one of the most exciting social, cultural, and political transformations in history, and unlike earlier periods of change, this time the effects are fully global,” Schmidt and Cohen write in their new book, *The New Digital Age*.

Perhaps the most profound changes will come when the five billion people worldwide who currently lack Internet access get online. The authors do an excellent job of examining the implications of the Internet revolution for individuals, governments, and institutions like the news media. But if the book has one major shortcoming, it's that the authors don't spend enough time applying a critical eye to the role of Internet businesses in these sweeping changes.

In their book, the authors provide the most authoritative volume to date that describes—and more importantly predicts—how the Internet will shape our lives in the coming decades. They paint a picture of a world in which individuals, companies, institutions, and governments must deal with two realities, one physical, and one virtual.



At the core of the book is the idea that “technology is neutral, but people aren’t.” By using this concept as a starting point, the authors aim to move beyond the now familiar optimist vs. pessimist *dichotomy* (对立观点) that has characterized many recent debates about whether the rise of the Internet will ultimately be good or bad for society. In an interview with *TIME* earlier this week, Cohen said although he and his co-author are optimistic about many aspects of the Internet, they’re also realistic about the risks and dangers that lie ahead when the next five billion people come online, particularly with respect to personal privacy and state *surveillance* (监视).

56. In what way is the rise of the Internet similar to the invention of the printing press and the telegraph?

- A) It transforms human history.
- B) It facilitates daily communication.
- C) It is adopted by all humanity.
- D) It revolutionizes people’s thinking.

57. How do Schmidt and Cohen describe the effects of the Internet?

- A) They are immeasurable.
- B) They are worldwide.
- C) They are unpredictable.
- D) They are contaminating.

58. In what respect is the book *The New Digital Age* considered inadequate?

- A) It fails to recognize the impact of the Internet technology.
- B) It fails to look into the social implications of the Internet.
- C) It lacks an objective evaluation of the role of Internet businesses.
- D) It does not address the technical aspects of Internet communication.

59. What will the future be like when everybody gets online?

- A) People will be living in two different realities.
- B) People will have equal access to information.
- C) People don’t have to travel to see the world.
- D) People don’t have to communicate face to face.

60. What does the passage say about the authors of *The New Digital Age*?

- A) They leave many questions unanswered concerning the Internet.
- B) They are optimistic about the future of the Internet revolution.
- C) They have explored the unknown territories of the virtual world.
- D) They don’t take sides in analyzing the effects of the Internet.

Passage Two

Questions 61 to 65 are based on the following passage.

In 1950, a young man would have found it much easier than it is today to get and keep a job in the auto industry. And in that year the average autoworker could meet monthly *mortgage* (抵押贷款) payments on an average home with just 13.4 percent of his take-home pay. Today a similar mortgage would claim more than twice that share of his monthly earnings.

Other members of the autoworker’s family, however, might be less inclined to trade the present for the past. His retired parents would certainly have had less economic security back then. Throughout much of the 1960s, more than a quarter of men and women age 65 and older lived below the poverty level, compared to less than 10 percent in 2010.

In most states, his wife could not have taken out a loan or a credit card in her own name. In 42 states, a homemaker had no legal claim on the earnings of her husband. And nowhere did a wife have legal protection against family violence.

Most black workers would not want to return to a time when, on average, they earned 40 percent less than their white *counterparts* (职位相当的人), while racially restrictive agreements largely prevented them from buying into the suburban neighborhoods being built for white working-class families.

Today, new problems have emerged in the process of resolving old ones, but the solution is not to go back to the past. Some people may long for an era when divorce was still hard to come by. The spread of no-fault divorce has reduced the bargaining power of whichever spouse is more interested in continuing the relationship. And the breakup of such marriages has caused pain for many families.

The growing diversity of family life comes with new possibilities as well as new challenges. According to a recent poll, more than 80 percent of Americans believe that their current family is as close as the one in which they grew up, or closer. Finding ways to improve the lives of the remaining 20 percent seems more realistic than trying to restore an imaginary golden age.

61. What do we learn about American autoworkers in 1950?
- A) They had less job security than they do today.
B) It was not too difficult for them to buy a house.
C) Their earnings were worth twice as much as today.
D) They were better off than workers in other industries.
62. What does the author say about retired people today?
- A) They invariably long to return to the golden past.
B) They do not depend so much on social welfare.
C) They feel more secure economically than in the past.
D) They are usually unwilling to live with their children.
63. Why couldn't black workers buy a house in a white suburban neighborhood?
- A) They lacked the means of transportation.
B) They were subjected to racial inequality.
C) They were afraid to break the law.
D) They were too poor to afford it.
64. What is the result of no-fault divorce?
- A) Divorce is easier to obtain.
B) Domestic violence is lessened.
C) It causes little pain to either side.
D) It contributes to social unrest.
65. What does the author suggest society do?
- A) Get prepared to face any new challenges.
B) Try to better the current social security net.
C) Narrow the gap between blacks and whites.
D) Improve the lives of families with problems.

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*.

大熊猫 (giant panda) 是一种温顺的动物, 长着独特的黑白皮毛。因其数量极少, 大熊猫已被列为濒危物种。大熊猫对于世界自然基金会 (WWF) 有着特殊意义。自 1961 年该基金会成立以来, 大熊猫就一直是它的徽标。大熊猫是熊科中最稀有的成员, 主要生活在中国西南部的森林里。目前, 世界上大约有 1000 只大熊猫。这些以竹为食的动物正面临许多威胁。因此, 确保大熊猫的生存比以往更重要。

2014 年 12 月大学英语四级考试真题答案与解析（第 1 套）

Part I Writing

为了能够让亲更好地使用四级真题（模拟）范文解析部分，智鸣哥在这里先给大家讲讲解析中你可能看到的東西。我们通过下面的表格给大家展示一下每篇文章都会包含几个模块：

✱ 真题解读

这一部分旨在帮助亲全面理解真题，了解考官意向，洞察写作规律。所以在这一部分智鸣哥都会通过题型、内容和结构三部分全面地为亲剖析历年真题。

✱ 布局谋篇

之所以每篇作文都会有这一部分，是想让大家都养成写作前先列出写作提纲的习惯。这样一来，不仅可以使作文前后的连贯性更好，还可以帮助大家厘清写作思路、丰富文章内容。

✱ 范文

亲们，这里给大家展示高端大气上档次的范文，范文基本上是完全按照四级的写作要求进行写作的。从词数到结构，从内容到表达，智鸣哥都在尽量向四级写作要求的样子靠拢。在范文中，大家会看到加黑的字体，这些加黑之处希望亲们能够积累起来，直接对应下面的【海珍拾贝】。同时，大家还会看到类似①②③之类的数字，这些是用来标记好的句型的，直接对应下面的【经典句型】部分。

✱ 海珍拾贝

在这一部分，亲会看到很多★符号。每一个★都是一个知识点，这些知识点就像是在茫茫的知识海洋中捞取宝贝一样，所以给这一部分起了一个有点天真、烂漫的名字——海珍拾贝。而在某些★下亲会看到【Bro】这样的标记。这些标记中写着“智鸣哥”中的“哥”（bro 为 brother 的简称，是学生们对智鸣哥的昵称）字，这个【Bro】中的内容是智鸣哥想要告诉你需要注意的细节。这样的编排，就是希望大家在看着这些貌似有些枯燥呆板的知识点的时候，会感觉是我在向你诉说一样。这样亲就不会觉得孤单啦，因为你不是一个人在战斗！还有“我”在★下面等着你。

✱ 经典句型

这一部分主要是给大家讲解范文中出现的非常实用的句型。好的文章绝非凭空而来，一定要在心中储备大量的句型句式。当然，亲在这一部分看到的【Bro】和上面提到的功能是一样的！

✱ 译文

这部分专门用来给亲提供范文的中文译文。将高端大气上档次的范文原汁原味地翻译成中文呈现在亲的面前。这样一来，亲不仅可以参考着中文译文来对应范文中没有看懂的部分，还可以直接对应着译文，更加直观地感受作文的“总—分—总”结构。大家需要注意，四级作文本就很短很简单，受篇幅和考试要求所限，直接翻译过来的中文译文有些时候会略显简短甚至偶尔有点脑残。当然，亲在读【译文】这一部分的时候，不要拿着中文作文的写作水平和要求来评判就可以了。这部分只是一种范文的中文参考，而不要把它当成一篇标准合格的中文作文。

✱ 真题解读

从题型上看，这是一篇情景作文，同时又融合了议论文的写作特点。

从内容上看，尽管今年的四级作文试题同样是多题多卷，但是三篇作文的写作形式出奇地相似，都是要求考生能够在较短的时间内对我们熟知的信息进行有针对性的写作，这一点和 2014 年 6 月份的那次四级考试是相同的。此篇作文的题目，要求对使你受益最大的一个校园活动进行介绍并阐述原因，由于不同的考生思考的角度不同，受益最大的校园活动就会有所差别，这也就很好地避免考生通过背诵没有生命力的模板而写出一些没有针对性的或千篇一律的表达。这也是四级作文进步的一个表现，促使考生运用更多较为开放的、富有个性的表达，而不是千篇一律的模板。在写作过程中，考生只要将你认为使你受益最大的校园活动

介绍出来并对其原因有层次地进行论述即可。需要注意,在写作此类较为开放性的作文时,作文中的内容和表达一定要有针对性、有细节。

从结构上看,这是一篇开放式作文,没有严格的结构限制或写作提示。同样地,考生需要结合四级作文“总一分一总”的结构特点来展开。我们可以将题目要求中假定的情景在作文的第一段简单介绍一下,借此引出作文写作的背景。同时,在第一段要引出写作的主题,即使你受益最大的校园活动是什么。在作文的第二段主体部分可以就该校园活动使你受益的原因有层次、有条理地逐条论述。作文的最后一部分简单总结这个活动使你学到了什么即可。

✱ 布局谋篇

第一段:引出作文的写作对象——使我受益最大的校园活动。

第二段:简明介绍该活动之所以使我受益的原因:①促使我努力练习口语;②让我发现了自己语音、语调方面的不足之处;③交到了很多志同道合的朋友。

第三段:再次点题,强调出该校园活动对我的益处。

✱ 范文

When I was a college student I attended a wide range of activities held in my school. ① Among all these fascinating activities, the one that benefited me most is an oral English contest, named the National English Contest for College Students, in which I won the **championship**.

Obviously, this competition was a huge blessing in my university study and life. **Initially**, it enabled me to **render** me exercise my oral English **industriously** during the process of preparing for the competition. Furthermore, through the fierce contest, I realized my own shortcomings in **my pronunciation as well as my intonation** and learned a lot from other excellent contestants. Last but not least, several friends were made in that activity, who not only helped me **wholeheartedly** but also became my best partners on my way to study English.

② **Admittedly**, through the competition, I did achieve what I had expected, but what really mattered was **the undeniable and undoubted fact** that the activity **enlarged my horizon and enriched my experience**, which, from my perspective, **played a more indispensable and irreplaceable role in** my growth. Because of this campus activity, I found myself much more diligent and determined to **better** my English capabilities **comprehensively** in my rest college life.

✱ 海珍拾贝

★ **championship** *n.* 冠军

★ **initially**

【Bro】副词,表示“最初;首先”。写作中可以作为逻辑关系词,用来代替 **firstly** 或 **to begin with** 等。

★ **render sb. ...**

【Bro】动词,表示“使某人……”,用法上类似于“**make sb. ...**”。

★ **industriously**

【Bro】副词,表示“勤奋地;努力地”。其形容词为 **industrious**,是四级写作中表示“努力的”一个比较高大的词,可以用来替换 **hardworking**。

★ **my pronunciation as well as my intonation**

【Bro】这个表达中 **pronunciation** 表示“发音”,**intonation** 表示“语调”,**as well as** 表示“和”。此处的 **pronunciation** 和 **intonation** 构成了押韵的修辞效果。写作中适当地使用押韵可以增强语言的韵律感,进而增强表达效果。

★ **wholeheartedly**

【Bro】副词,表示“全心全意地”。

★ **admittedly**

【Bro】表示“诚然”,四级写作中经常放在第三段的开头部分,表示一种让步关系。

★ **the undeniable and undoubted fact**



【Bro】此表达中，undeniable 表示“不可否认的”，undoubted 表示“毋庸置疑的”，两个形容词并列在一起构成了押韵结构。

★ enlarged my horizon and enriched my experience

【Bro】此表达中，enlarge my horizon 表示“拓宽视野”，enrich my experience 表示“丰富经验”，两个表达并列在一起同样构成了押韵结构。

★ played a more indispensable and irreplaceable role in

【Bro】此表达为大家都很熟悉的 play a role in...，表示“在……中扮演角色”。其中，indispensable 表示“必不可少的”，irreplaceable 表示“不可取代的”，两个形容词并列在一起构成押韵结构，修饰 role。

★ better

【Bro】此处的 better 是一个动词，表示“改善”。

★ comprehensively

【Bro】副词，表示“全面地；综合地”。

* 经典句型

① Among all these fascinating activities, the one that benefited me most is an oral English contest, named the National English Contest for College Students, in which I won the championship.

【Bro】这句话中，the one that benefited me most is an oral English contest 中 that benefited me most 是一个 that 引导的定语从句，修饰 the one。in which I won the championship 部分是一个 in which 引导的定语从句，修饰比赛。

② Admittedly, through the competition, I did achieve what I had expected, but what really mattered was the undeniable and undoubted fact that the activity enlarged my horizon and enriched my experience, which, from my perspective, played a more indispensable and irreplaceable role in my growth.

【Bro】I did achieve what I had expected 中“did + 动词原形”是一个强调结构。在这句话中，“which, from my perspective, played a more indispensable and irreplaceable role in my growth”是一个由定语从句，修饰 the undeniable and undoubted fact，其中 from my perspective 是一个插入语。这句话中，考生要格外注意作者大量使用的押韵结构，多多感悟，多多积累，并争取在今后的写作练习中尝试着使用押韵这种修辞方法来提升句子的表达效果。

* 译文

当我还在上大学的时候，我参加过很多种学校举办的活动。在这些活动中，让我受益最大的一个活动就是叫作“全国大学生英语演讲大赛”的比赛，在这个比赛中，我曾夺得了冠军。

很明显，这个比赛对我的大学学习和生活来说非常重要。首先，它让我在准备比赛的过程中努力练习自己的口语。其次，通过激烈的比赛，我意识到了自己在语音、语调方面的不足之处，而且在其他优秀的选手身上学到了很多。最后，在那个活动中，我交到了很多朋友，他们不仅全心全意地帮助我，而且随后还成为了我学习英语道路上的同伴。

诚然，通过比赛，我确实取得了我所期望的成绩，但是真正重要的是一个不可否认和毋庸置疑的事实：这个活动拓宽了我的视野，丰富了我的经验，而在我看来，这些东西在我的成长过程中都是必不可少而且其他东西无法替代的。因为这次校园活动，我发现我自己在后来的大学生活中，在全面提升自己的英语能力方面更加勤奋、更加有决心了。

Part II Listening Comprehension

Section A

1. M: Take a look at this catalogue. Maybe we can find some gifts for Jane's new house.

W: OK, but remember we can't afford a lot.

Q: What does the woman mean?

【答案】C

【预测分析两步走】[确定态度] 选项 A, C 中出现否定词 not, 进行重点标记。

[确定主题] 根据短对话找关键词的方法, 快速划出各个选项中结尾处的意群 balancing his budget/purchase the gift herself/not be too expensive/house-warming party, 关键词中多次出现 gift/party, 不难推测出对话涉及礼物和参加派对。注意, 一定多留意话题中第二个人说话的内容。

【考点分析】• 注意第二个人说的话。

• 考查言下之意, 男士说: “看看这份商品目录吧, 或许我们能从中找到给 Jane 新家的礼物。” 女士用否定句型表达了她的观点: “好的, 不过要记得我们不能买太昂贵的东西。” 言下之意是 “礼物不能太贵”。

• 四级短对话中, 多考查第二个人对第一个人表达内容的观点/态度/建议, 一定要熟记否定/反问/虚拟语气等表达建议和观点的句型。

• 转折词 but 后多出考点。catalogue 意思为 “目录”, 但是听不出来并不影响答题。

【错误选项分析】A, B 无中生有, 对话中并没有信息可以表明 “男士不太擅长于理财/女士将自己支付她买的礼物”, 属于根据文章内容毫无根据地衍生出的无中生有选项。请特别注意短对话中不要过度推断。

D 细节拼凑, 利用对话中出现的细节 Jane's/house 进行干扰, 注意对话中仅仅提到 “他们为 Jane 的新居挑选礼物”, 并无选项中所说 “他们将去 Jane 家里参加搬家派对”。

2. W: I'm getting absolutely nowhere with these statistics.

M: **How about my going through them with you?**

Q: What does the man mean?

【答案】A

【预测分析两步走】[确定态度] 无

[确定主题] 标记出关键词 give the woman a hand/go through the statistics/prepared the statistics for the woman/take a course in statistics, 不难得出对话涉及 “statistics 数据/女生”, 留意两者之间的关系。

【考点分析】• 短对话多考查言下之意, 对话中女士说 “我对这堆数据真是毫无头绪”, 男士回答: “我跟你一起分析一遍数据怎样?” 对话中 going through them with you 同 give the woman a hand 构成同义替换。

• 四级听力短对话中, 多考查第二个人对第一个人表达内容的观点/态度/建议, 一定要熟记否定/反问/虚拟语气等表达建议和观点的句型。对话中男士用反问提出帮助女士一起分析数据的建议, 可见男士是 “愿意帮助女士” 的。

• 对话中 get nowhere 意思是 “无结果, 无进展”, go through 意思是 “分析; 浏览, 检查”。

• 短对话要留意第二个人给出的回应。

【错误选项分析】B 细节拼凑, 利用短对话中提及的 go through 进行干扰, 原文中男士强调的是 “愿意协助女士再浏览一遍”, 重点在 “乐意帮助”, 而非 “再浏览一遍”, 因此选项 “浏览分析数据需要耐心” 并非对话中所表达的核心。注意要从整个对话语境的角度来理解说话者的重点。

C, D 无中生有, 对话中没有提及关于 “男士为女士准备了这些数据/女士应该参加与数据相关的课程” 的信息, 属于根据短对话内容衍生的错误干扰选项。

3. M: We're ready to start the recording, aren't we? Let's begin on Page 55.

W: Sorry. **I'm afraid I can't begin right now. I forgot to bring my scripts.**

Q: What do we learn from the conversation?

【答案】B

【预测分析两步走】[确定态度] 选项中有两个选项出现了否定消极词汇 not/cannot/missing, 因此留意对话中出现的问题和困难。

[确定主题] 标记出关键词 page 55 is missing/cannot begin their recording/not take the recording seriously/changes in the scripts, 留意第二个人所持的否定态度。

【考点分析】• 推断题。对话中男士提出: “我们已经准备好开始录音了, 对吗? 那就让我们从第 55 页开始吧。” 这时女士回答: “非常抱歉, 我恐怕现在还没有办法开始。我忘记带我的文稿了。” 通过女士的回答, 不难得出 “他们现在还不能够马上开始录音”。



- 注意第二个人说话的语气和态度。

【错误选项分析】A 细节拼凑，利用对话中提及的 page 55/scripts 进行干扰，原文中女士是忘记带文稿了，并非要录制的第 55 页文稿丢失了。选项中“丢失”的信息属于错误干扰信息。

C, D 无中生有，对话中没有提及“女士没有严肃地对待这次录音/男士打算在文稿中作出部分改动”，属于过度推断和无中生有的干扰选项。

4. W: Remember, Carl's wedding is on June 26th.

M: Oh, thanks for reminding me. I thought it wasn't to be until sometime in July.

Q: What are the speakers talking about?

【答案】A

【预测分析两步走】[确定态度] 无。

[确定主题] 标记出关键词 Carl's wedding/ Carl's bride/a significant event/a wedding，不难推测出对话涉及 Carl's 的婚礼，留意对话的相关信息。

【考点分析】推断题，对话中女士说“要记得 Carl 的婚礼是在 6 月 26 日举行”，男士回答：“哦，多谢提醒，我还一直以为是在 7 月份的某一天呢。”对话围绕 Carl 的婚礼展开，且多次提到日期，因此双方在讨论“Carl 婚礼的日期”。

【错误选项分析】B, C, D 无中生有，对话的核心并非“Carl 新娘的生日/7 月份的重要事件/婚礼的准备工作”，属于围绕对话内容设置的无中生有干扰选项。

5. W: Please excuse me for not attending the meeting yesterday. I'm afraid I forgot to check my schedule.

M: That's all right. We had to hold the weekly meeting as scheduled. And everything went well.

Q: What do we learn from the conversation?

【答案】B

【预测分析两步走】[确定态度] 无

[确定主题] 标记出关键词 forgot to tell/absent from the meeting/annoyed at the man's excuse/ scheduling meetings。三个选项都出现了表示“负面/问题”的词语，留意对话里提及的相关信息。

【考点分析】• 细节题。男士说：“请原谅我昨天没有来参加会议。我忘记查看我的日程安排表了。”女士说：“没关系。我们不得不按照计划来举行了周例会，并且一切都进展得非常顺利。”原文中 not attending the meeting 同选项 absent from the weekly meeting 构成细节一致。

- 对话中一定要特别留意出现的否定词或者表示态度的词语，多成为考点。

【错误选项分析】A, C, D 无中生有，利用对话中明显读到的非主题词 excuse/forgot 进行干扰，但对话中并没有提及关于“女士忘记提前告知男士/女士对男士的借口感到厌倦/男士负责安排会议”的信息，注意选项中出现的明显读到的非主题词多为干扰选项。

6. W: I've just put our lunch in the oven, and it won't be ready for at least half an hour.

M: Mmm... it smells marvelous! But what can I have right now?

Q: What do we learn from the conversation?

【答案】D

【预测分析两步走】[确定态度] D 选项出现了否定词 cannot，在选项边标记“X”并留意对话中出现的否定信息。

[确定主题] 标记出关键词 a marvelous cook/bought an oven/leave in half an hour/wait for his meal，留意关于“做饭/吃饭”的信息。

【考点分析】• 言下之意，对话中女士说：“我刚刚把午饭放进烤箱，至少要半个小时后才能做好。”男士说：“嗯……闻起来真香！但是有什么我现在就可以吃的吗？”男士通过反问表达了自己的建议，对应到选项“男士迫不及待地想要吃饭”。言下之意的推断题型因为不能从原文直接得知意思，建议使用排除法，先排除肯定不是正确答案的选项，这样可以大大降低做题难度。

- 转折词 But 后多出考点，留意转折词后的信息。

【错误选项分析】A, B, C 细节拼凑，利用对话中的细节 marvelous/oven/half an hour 进行拼凑而设置的干扰选项，短对话中并没有提及“女士是一名出色的厨师/女士刚刚买了一个烤炉/男士必须在半小时之内离

开”的相关信息。

7. M: I got some bad news today. The store where I work is laying off staff.

W: Are they going to let you go?

Q: What does the woman want to know?

【答案】D

【预测分析两步走】[确定态度] 无

[确定主题] 四个选项均为疑问的转述, 因此题目可能是对问句形式的考查, 听的过程中注意语音语调和言下之意, 留意第二个人说的话。

【考点分析】• 考查同义替换。男士说: “今天我得知了一个坏消息。我工作的那家店正在裁员。” 女士反问: “他们会让你走吗?” 选项中的 whether the man can keep his job 同 are they going to let you go 构成同义替换, 表示女士最关心的是 “男士能否保住他的工作”。

• 此题考查对问句的理解能力, 留意第二个人说的话。

【错误选项分析】A, B, C 无中生有, 对话中女士想要知道的信息并没有包括 “她如何才能最好地帮助到男士/男士从哪里得知的坏消息/在商铺中什么产品销量最好”, 都是利用对话中的个别单词进行拼凑而编造成的干扰选项。如果全面理解了对话内容, 排除错误选项就难度不大。

8. W: John, you swim like a fish! I wish I knew how to swim.

M: Why not sign up for the lessons offered by the physical education department?

Q: What does the man mean?

【答案】A

【预测分析两步走】[确定态度] 无

[确定主题] 标记出关键词 a swimming class/physical education department/swim like a fish/how to swim, 四个选项中均出现了 “运动/游泳”, 留意相关的信息。

【考点分析】• 同义替换。对话中女士说: “John, 你游起泳来就像一条鱼! 我真希望我也会游泳。” 男士回答: “你为什么不去体育教育学院报一个游泳课程呢?” 原文中 sign up for the lessons 同选项中 sign up for a swimming class 构成同义替换。

• 四级听力短对话中, 多考查第二个人对第一个人表达内容的观点/态度/建议, 一定要熟记否定/反问/虚拟语气等表达建议和观点的句型。

【错误选项分析】B, C 细节拼凑, 利用对话中出现的 physical education department/swim like a fish 进行干扰, 原文中男士是建议女士去 physical education department 报名学习游泳, 并非选项所说 “他在 physical education department 工作”; 同样, 原文中女士表示男士游泳的时候像一条鱼, 并没有如选项所说 “女士具备游起来像鱼的潜质”。多注意总结和归纳四级听力错误选项的编造方式, 会大大提高做题准确度和对错误选项的辨识能力。D 无中生有, 从对话中根本无从得知男士愿意教女士游泳。

Long Conversation One

W: Hi, Eric. How was your weekend?

M: Great! I met Maria's parents, and we told them we want to be engaged.

W: Eric, that's wonderful! Congratulations!

M: Thanks, Alice. I really like her parents, too. They're very nice. Mrs. Carmona speaks four languages and Mr. Carmona is a diplomat. In fact, he gave a speech at the law school on Saturday morning.

W: Oh, that was Maria's father? I heard his speech.

M: You did?

W: Well, I heard part of it. I listened to it for ten minutes, and then I fell asleep. I thought it was in class. Anyway, tell me about your weekend.

M: Saturday evening we saw a play. And Sunday afternoon we watched the soccer game. Then Sunday night we all went out for dinner. Maria, her parents, and me. That was the first chance we had to talk.

W: Were you nervous?

M: At first, I was. We didn't say much. Mr. Carmona told us some good stories about his experiences as a diplomat



and they asked me about my hobbies.

W: And what did you say?

M: Well, I didn't tell them about my flying lessons. I told them about my chess play and my classical music collection.

W: Good idea! Her parents really approve of you, don't they?

M: I guess so. Maria called this morning and said, "My father told me he'd like you for a son-in-law right now."

W: That's great.

M: Not exactly. I want to get married after graduate school in about three years.

9. What does Eric say about Maria's father?

10. What did Eric and Maria do last Sunday afternoon?

11. What do we learn from Maria's phone call this morning?

9. 【答案】C

【预测分析—关键找到每题的定位词】四个选项均为 he 开头。标记出关键词 a law school/classical music/a diplomat/a wonderful lecturer, 留意对话开头提及的关于男士的信息。

【考点分析】• 长对话前三句多出答案, 留意对话开头引出的讨论主题。

• 长对话所听即所选原则, 男士提到他周末去拜见了 Maria 的父母, 并告诉其父母他们准备订婚的消息, “他们都非常友善。Carmona 女士可以说四国语言, Carmona 先生是一名外交官。”根据对话不难得知, Carmona 先生是 Maria 的父亲, 并且是一位外交官。

【错误选项分析】A 拼凑细节, 对话中提到“他周六上午在法学院做了讲座”, 利用原文中的 law school 进行干扰, 对话中 Maria 的父亲是去做“讲座”, 同选项“他在法学院教书”不相符合。确定某个选项的时候, 请一定注意通读选项内容, 陷阱无处不在。

B 偷换概念, “他喜欢古典音乐”是说话的这位男士的爱好, 并非 Maria 父亲的爱好, 而且不符合四级长对话中的“顺序原则”。

D 无中生有, 对话中没有提及关于“他父亲是一名出色的演说家”的信息。而且女士参加了这场讲座, 但是“I fell asleep 睡着了”, 可见同选项内容不相符。

10. 【答案】B

【预测分析—关键找到每题的定位词】四个选项均为动词原形开头, 根据技巧解说部分的分析, 动词原形开头的选项大多考查“做了某事或者计划做某事”, 因此标记出关键词 see a play/a soccer game/some photos/a dance, 留意相关信息。

【考点分析】• 长对话所听即所选原则, 对话中提到, “周六晚上我们欣赏了一场戏剧。周日下午我们一起看了场足球比赛。”对应到问题“周日下午他们做了什么”, 选择“观看了足球比赛”。

• 当大量关键信息出现的时候, 要及时在相对应的选项边上做好补充笔记, 比如在听问题之前, 听短文的过程中就要及时在选项“went to see a play 去看歌剧”的边上标记出“周六/6……”信息。

【错误选项分析】A 偷换概念, 原文中提及的是“周六晚上欣赏歌剧”, 同选项问题“周日下午做什么”不相符合。

C, D 无中生有, 选项中“拍了一些照片/参加一场舞会”并没有在对话中提及, 属于无中生有的干扰选项。

11. 【答案】D

【预测分析—关键找到每题的定位词】四个选项中均涉及女士的信息。标记出关键词 married in three years/Eric's flying lessons/ Eric pursue graduate studies/marry Eric right away, 留意对话结尾出现的相关信息。

【考点分析】• 同义替换, 男士在结尾处说道: “Maria 今天早上打电话过来说, 他父亲希望马上有一位像你这样的女婿。”原文中 right now 同选项中的 right away 构成同义替换, a son-in-law 同选项中的 could marry 构成同义替换。

• 长对话结尾(后三句)处多出考点。

【错误选项分析】A 偷换概念, 对话中提到“我计划在毕业后三年内结婚”, 但注意这是男士的想法, 同问题“Maria 的来电中可得知什么”的信息不相符合。

B 拼凑细节, 对话中提到 flying lessons 是男士的兴趣之一, 但并没有提到“她妈妈反对 Eric 参加飞行课程”, 属于根据对话细节拼凑而成的干扰选项。

C 无中生有, 利用对话结尾出现的 graduate 进行同音干扰, 对话中并没有提及“她坚持 Eric 继续研究生课程的学业”的相关内容。

Long Conversation Two

M: You're going to wear out the computer's keyboard.

W: Oh, hi!

M: Do you have any idea what time it is?

W: About ten or ten thirty?

M: It's nearly midnight.

W: Really? I didn't know it was so late.

M: **Don't you have an early class to teach tomorrow morning?**

W: Yes, at seven o'clock. My computer class. The students will go to work right after their lesson.

M: Then you ought to go to bed. What are you writing anyway?

W: An article. I hope I can sell.

M: Oh, another view of newspaper pieces. What's this one about?

W: Do you remember that trip I took last month?

M: The one up to the Amazon?

W: **Well, that's what I'm writing about. The new highway and the changes it's making in the Amazon valley.**

M: It should be interesting.

W: It is. I guess that's why I forgot all about the time.

M: How many articles have you sold now?

W: About a dozen so far.

M: What kind of newspapers buy them?

W: **The papers that carry a lot of foreign news. They usually appear in the big Sunday editions where they need a lot background stories to help fill up the space between the ads.**

M: Is there any future in it?

W: **I hope so. There's a chance I may sell this article to a news service.**

M: Then your story will be published in several papers, won't it?

W: That's the idea. And they might even be able to do other stories on the regular basis.

M: That would be great.

12. What is the woman's occupation?

13. What is the woman writing about?

14. Where do the woman's articles usually appear?

15. What does the woman expect?

12. 【答案】B

【预测分析—关键找到每题的定位词】四个选项均为职业, 留意对话开头出现的对职业描述的信息。

【考点分析】• 长对话开头多出考点原则。

• 同义替换, 对话中男士问道: “你明天早上不是有课要教吗?” 女士回答: “是的, 7:00 是我的计算机课, 学生们会……” 通过这段对话, 不难推测出女士的工作是“计算机课的老师”。

【错误选项分析】A, C, D 无中生有, 对话中并没有对应的信息可体现女士的职业是“编辑/记者/打字员”。

13. 【答案】C



【预测分析—关键找到每题的定位词】四个选项均为名词性短语。标记出关键词 Amazon rainforests/a new railway/Amazon valley/scenic spot, 留意听相关信息。

【考点分析】• 长对话所听即所选原则, 对话中女士提到“这正是我现在写的内容。关于新的高速公路和亚马逊河流域出现的新变化”, 不难得出正确答案。

• 一问一答出答案, 在非问题处理型的长对话中, 特别是“采访/面试/座谈会/聊天”等场景, 在一个人提出问题后, 该问题的阐述和回答通常会成为考点, 需要留心记录。

• 相似选项出答案, 选项中仅有 A, C 同时出现了 Amazon, 因此正确答案从其中间出现的可能性较大。

【错误选项分析】A, B, D 无中生有, 对话中没有出现关于“美丽的亚马逊雨林/一条正在修建中的新铁路/一些新发现的旅游景点”的信息。用排除法作答可以降低答题难度。

14. 【答案】B

【预测分析—关键找到每题的定位词】四个选项均为介词短语, 且都是与报刊杂志相关的内容。标记出关键词 news weeklies/newspapers Sunday editions/a local evening paper/U. S. magazines, 留意提及的相关信息。

【考点分析】• 所听即所选, 男士问女士:“哪些报社会购买这些文章?”女士回答:“载有大量国外新闻的报纸。我发表的文章通常会出现在加量周日版本中, 因为他们需要大量的背景故事来填充广告之间的版面。”不难得出“女士的文章通常发表在周日版的报纸上”。

• 长对话一问一答多出考点。

【错误选项分析】A, C, D 无中生有, 对话中没有出现关于“在新闻周刊上/在当地晚报上/在美国杂志的海外版上”的信息。

15. 【答案】C

【预测分析—关键找到每题的定位词】四个选项均为动词不定式开头, 不定式开头多考查“计划或者想要做某事”。标记出关键词 be employed by a newspaper/a professional writer/a news service/life story published soon, 留意对话结尾的相关信息。

【考点分析】• 所听即所选, 对话结尾处问到这样做是否有前途, 女士回答:“我希望是的。有一种可能就是我把这些文章卖给通讯社。”后来女士还提及这样就有可能“do other stories on the regular basis 做一些连载的故事”, 这些都以女士把文章卖给 news service 为前提, 因此不难得出此题的正确答案。

• 长对话结尾处多出答案。

【错误选项分析】A, B, D 无中生有, 对话中关于女士的期待没有涉及“被一家报社聘用/成为一名职业作家/把她的人生经历尽快出版”的相关信息。

Section B

Passage One

Body language, especially gestures, varies among cultures. For example, a nod of the head means “yes” to most of us. **But in Bulgaria and Greece a nod means “no” and a shake of the head means “yes”.** Likewise, a sign for OK, forming a circle with our forefinger and thumb, means zero in France and money in Japan. **Waving or pointing to an Arab business person would be considered rude because that is how Arabs call their dogs over.** Folded arms signal pride in Finland, but disrespect in Fiji. The number of bows that the Japanese exchange on greeting each other, as well as the length and the depth of the bows, signals the social status each party feels towards the other. Italians might think you're bored unless you use a lot of gestures during discussions. Many American men sit with their legs crossed with one ankle resting over the opposite knee. **However, this would be considered an insult in Muslim countries, where one will never show the sole of the foot to a guest.** Likewise, Americans consider eye contact very important, often not trusting someone who is afraid to look at you in the eye. But in Japan and many Latin American countries, keeping the eyes lowered is a sign of respect. To look at a partner fully in the eye is considered a sign of ill breeding and is felt to be annoying.

16. What gesture do Bulgarians and Greeks use to express negative responses?

17. What is likely to offend Arab business people?