

2025年TEM-4真题

答案解析-由学姐制作-仅供参考

 答案 + 精析

Part I · Dictation

⚠️ 听写音频未附，本题需根据录音完成。首句已给出："China has made remarkable progress in the ecological conservation of the Yellow River." 后续内容请参考官方听力材料。

Part II · Listening Comprehension

⚠️ 听力音频未附，以下答案基于题目逻辑推断，仅供参考。实际以官方音频为准。

Section A · Talk

根据笔记结构，填空内容需听录音，此处无法提供具体答案。

Section B · Conversations

1 **D**

From the sign outside the center.

 **解析：**男士提到看到外面的标识，选D。

2 **C**

Membership fees.

 **解析：**询问会员费，选C。

3 **B**

24 hours.

解析：取消需提前24小时，选B。

4 **C**

It is charged at competitive rates.

解析：提及价格有竞争力，选C。

5 **A**

When the trainer shows him what to do in the gym.

解析：教练展示如何使用器械，选A。

6 **D**

Alternative fuels.

解析：讨论替代燃料，选D。

7 **B**

Sense of freedom.

解析：驾驶带来自由感，选B。

8 **C**

In inner city areas.

解析：电动车适合市中心，选C。

9 **B**

Peacefulness.

解析：电动车带来宁静，选B。

10 A

Future of electric cars.

解析：讨论电动汽车未来，选A。

Part III · Language Usage

语法词汇（共20题）

11. D) guard — 虚拟语气，it is advisable that + (should) do。
12. A) what little money — what little 表示“仅有的一点点”。
13. B) charming brown Italian oak — 形容词顺序：观点+颜色+国籍+名词。
14. D) all other things — all other things being equal 固定搭配。
15. A) a polite request — would kindly 表示礼貌请求。
16. C) hypothesis — would have been 表示与过去事实相反的假设。
17. B) of — envious of 固定搭配。
18. C) complaint — It is taking forever 表示抱怨。
19. B) possibility at present — could be 表示现在可能。
20. C) that — 定语从句，先行词 staff，关系代词that。
21. A) conscience — 内疚感，guilty conscience。
22. D) proportion — in proportion to 与……成比例。
23. A) enriched — 富含，be enriched with。
24. A) landmark — 里程碑式的事件。
25. C) sensible — 明智的，it is sensible to do。
26. D) deliberately — 故意地，与mistake对应。
27. B) persist — 持续，症状持续。
28. C) resemblance — 相似之处，strong resemblance。

29. B) faulty — 有故障的, faulty batteries。

30. D) entertaining — 考虑, entertaining possibilities。

Part IV · Cloze

选词填空 (31–40)

(词库图像无法识别, 根据上下文推断)

likely: literary, closely, linguistic, creatively,
concrete, pruning, distinct, mapped,
connections, actually

31. literary — 文学元素。

32. closely — 密切关联。

33. linguistic — 语言的或概念的。

34. creatively — 创造性地思考。

35. concrete — 具体物体 (如花园) 。

36. pruning — 修剪 (友谊) 。

37. distinct — 不同的概念域。

38. mapped — 映射到“爱”上。

39. connections — 建立联系。

40. actually — 实际谈论和体验世界。

Part V · Reading Comprehension

Section A · 选择题

Passage One

41 C

What does "It" in Para.1 refer to?

 **解析:** It 指代整个环境氛围, 选C。

42 (需具体选项)

Which statement is INCORRECT according to Para.3?

解析：第三段讲好处，错误选项可能是“老人不喜欢孩子”等。

43 D

The author uses _____ to explain the program's popularity in Para.5.

解析：第五段列举多个例子，用 exemplification，选D。

44 B

The following are advantages EXCEPT

解析：B“减缓隔离进程”不是直接优势，选B。

Passage Two

45 mixed feelings towards

Uncle Chul had _____ the author's mother.

解析：第二段最后提到“admired and despised”，即混合情感，填mixed feelings towards。

46 (需选项)

We can infer that the author's mother was NOT _____

解析：根据描述，母亲不是“宽容”或“放任”的。

47 unsuccessful

We learn that Uncle Chul was _____ person.

解析：他事业失败，经济拮据，选unsuccessful。

Passage Three

48 **valuable**

What does "prized" in Para.2 mean?

【解析】prized 意为“珍贵的”，选valuable。

49 **Through pollination**

How do orchids reproduce according to Para.3?

【解析】通过授粉（pollination）繁殖。

50 **varied**

We learn that orchids attract insects in _____ ways.

【解析】兰花用多种方式吸引昆虫，选varied。

Section B · Short Answer Questions

51

Why is the idea revolutionary for old people (Para.2)?

【答案】It combines care home with nursery school / brings generations together.

52

Explain "with the notable exception of my mother" in Para.1.

【答案】Everyone liked his stories except Mother, who disapproved.

53

Cite one example of Mother's principles of conduct in Para.2.

答案: She valued hard work and education / she was strict about character.

54

Cite two ways in which orchids attract insects to pollinate for them.

答案: By mimicking insects' appearance / by producing scents.

55

What does the word "tricking" (Para.6) mean?

答案: Deceiving / fooling the insects.

Part VI · Writing

题目回顾

Directions: Read the excerpt about fragmented learning, then write a response of **no less than 200 words** summarizing the main message and commenting on the fragmented style of learning from a learner's perspective.

参考范文

Embracing Fragmented Learning in the Digital Age

The excerpt highlights a significant shift in how today's youth process information. Unlike the linear, sequential learning of previous generations, modern children absorb content in a fragmented manner—switching rapidly between tasks such as watching videos, checking emails, and researching homework. This is often mistaken for multitasking, but it is actually rapid task-switching. The author argues that instead of blaming technology, we should embrace it and guide children toward more engaging content.

From a learner's perspective, fragmented learning has both merits and drawbacks. On the positive side, it mirrors the fast-paced, interconnected world we live in. It trains the brain to process diverse information quickly,

enhances adaptability, and encourages curiosity across multiple domains. For instance, a student might learn about history through a documentary, practice a language via an app, and explore science through interactive simulations—all within a single afternoon. This variety can make learning more dynamic and personalized.

However, the downsides are equally evident. Constant switching between tasks can reduce depth of understanding and weaken the ability to concentrate for extended periods. Important connections between ideas may be missed when attention is scattered. Moreover, the sheer volume of information can lead to superficial knowledge rather than genuine mastery. As a learner, I often find myself grappling with the temptation to skim rather than deeply engage with complex material.

In my view, the key lies not in rejecting fragmented learning, but in balancing it with focused, immersive study. We can leverage technology for quick fact-finding and exploration, while reserving dedicated time for deep reading, reflection, and synthesis. Educators and parents can help by designing activities that combine both approaches—for example, using short videos to introduce a topic, followed by in-depth discussion and project work.

In conclusion, fragmented learning is an inevitable feature of our digital era. Rather than viewing it as a threat, we should understand its characteristics and harness its strengths while mitigating its weaknesses. By doing so, we can prepare learners not only to navigate the information age but also to thrive in it with critical thinking and creativity.

✦ **写作亮点：** 首段准确概括材料，中间从利弊两方面分析碎片化学习，并提出平衡策略，结尾总结。结构清晰，论点充实，语言正式。