

2015年12月·第2套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2015年12月·第2套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 12 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2015-12)·四级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Joy: A Subject Schools Lack

Becoming educated should not require giving up pleasure

- A) When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business. Even as a satire(讽刺), it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

1729年,当乔纳森·斯威夫特提议爱尔兰人民吃掉他们的孩子时,他坚称这将一次性解决三个问题:养活饥饿的民众,在严重萧条时期减少人口,以及刺激餐饮业发展。即使作为一种讽刺,这在以儿童为中心的美国文化中似乎也令人厌恶和震惊。但实际上,这个国家比你想象的更接近他的提议。

- B) If you spend much time with educators and policy makers, you'll hear a lot of the following words: "standards," "results," "skills," "self-control," "accountability," and so on. I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.

如果你花很多时间与教育工作者和政策制定者相处,你会经常听到以下词汇:"标准"、"结果"、"技能"、"自我控制"、"问责制"等等。我参观过一些较新的所谓"有效"的学校,那里的孩子们为了学习自我控制而高喊口号,或者当他们无法安静坐着时必须站在课桌后面。

- C) A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes

childhood an important and valuable stage of life in its own right.

看看如今大多数教室里发生的事情,就会清楚地发现,当人们思考教育时,他们并没有考虑作为一个孩子是什么感受,或者是什么使童年本身成为人生中一个重要而宝贵的阶段。

- D) I'm a mother of three, a teacher, and a developmental psychologist. So I've watched a lot of children—talking, playing, arguing, eating, studying, and being young. Here's what I've come to understand. The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy. Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip. A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.

我是三个孩子的母亲,一名教师,也是一名发展心理学家。所以我观察过很多孩子——说话、玩耍、争论、吃饭、学习以及年幼的样子。这是我逐渐理解的东西。使孩子区别于成人的不是他们的无知,也不是他们缺乏技能,而是他们拥有巨大的快乐能力。想想一个3岁的孩子沉浸在发现什么东西能在浴缸里沉下去、什么不能的乐趣中,一个5岁的孩子因为和她最好的朋友一起编造一串串无意义的词语而欣喜若狂,或者一个11岁的孩子完全沉浸在一本引人入胜的连环画中。孩子深深沉浸于某事物并从中获得强烈快乐的能力,是成年人在余生中试图重新找回的东西。

- E) A friend told me the following story. One day, when he went to get his 7-year-old son from soccer practice, his kid greeted him with a downcast face and a sad voice. The coach had criticized him for not focusing on his soccer drills. The little boy walked out of the school with his head and shoulders hanging down. He seemed wrapped in sadness. But just before he reached the car door, he suddenly stopped, crouching(蹲伏) down to peer at something on the sidewalk. His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing." He looked up at his father, his features overflowing with energy and delight. "Can't we stay here for just a minute? I want to find out what he does with all those legs. This is the coolest ever."

一个朋友给我讲了下面这个故事。一天,当他去接7岁的儿子参加完足球训练时,他的孩子用沮丧的表情和悲伤的声音迎接他。教练批评他没有专注于足球训练。小男孩低着头垂着肩膀走出学校,他似乎被悲伤包围着。但就在他快要走到车门时,他突然停下来,蹲下去仔细察看人行道上的什么东西。他的脸越来越低,然后他带着完全的喜悦喊道:"爸爸,过来。这是我见过的最奇怪的虫子。它有,比如说,一百万条腿。看看这个,太神奇了。"他抬头看着父亲,他的面容洋溢着活力和愉悦。"我们不能在这里待一分钟吗?我想弄清楚它用所有这些腿做什么。这是有史以来最酷的东西。"

- F) The traditional view of such moments is that they constitute a charming but irrelevant byproduct of youth—something to be pushed aside to make room for more important qualities, like perseverance(坚持不懈), obligation, and practicality. Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking. Human lives are governed by the desire to experience joy. Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things: reading novels instead of playing with small figures, conducting experiments instead of sinking cups in the bathtub, and debating serious issues rather than stringing together nonsense words, for example. In some cases, schools should help children find new,

more grown-up ways of doing the same things that are constant sources of joy: making art, making friends, making decisions.

对这类时刻的传统看法是,它们构成了青春期迷人但无关紧要的副产品——应该被推到一边,为更重要的品质腾出空间,比如坚持不懈、责任感和实用性。然而,像这样的时刻正是成年人在余生中所追寻的那种强烈的专注和快乐。人类的生活受到体验快乐的欲望支配。接受教育不应要求放弃快乐,而应引导在新的事物中找到快乐:例如,阅读小说而不是玩小人偶,进行实验而不是在浴缸里弄沉杯子,以及辩论严肃问题而不是串联无意义的词语。在某些情况下,学校应该帮助孩子找到新的、更成熟的方式来做那些持续带来快乐的事情:创作艺术、结交朋友、做出决定。

- G) Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset(思维模式). Instead of trying to get children to work hard, why not focus on getting them to take pleasure in meaningful, productive activity, like making things, working with others, exploring ideas, and solving problems? These focuses are not so different from the things in which they delight.

建立在孩子感受快乐的能力之上,而不是将其推到一边,并不困难。这只需要教育界思维模式的转变。与其试图让孩子努力学习,为什么不专注于让他们从有意义的、富有成效的活动中获得快乐,比如制作东西、与他人合作、探索想法和解决问题?这些关注点与他们乐此不疲的事情并没有太大不同。

- H) Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again. The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

在你把这个论点当作废话置之不理,或者认为在一个存在严重贫困、学业成绩低下和高辍学率的国家,快乐是一种负担不起的奢侈品之前,请再想想。学校环境越糟糕,快乐对于取得任何教育成功就越重要。

- I) Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.

教师制定的许多作业和规则,往往是因为他们受到管理者的压力,把快乐和愉悦当作能力和责任的敌人。这种假设是,孩子不应该在课堂上聊天,因为这会妨碍努力学习;相反,他们应该学会延迟快乐,以便追求抽象的目标,比如上大学。

- J) Not only is this a boring and awful way to treat children, it makes no sense educationally. Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn. You can force a child to stay in his or her seat, fill out a worksheet, or practice division. But you can't force the child to think carefully, enjoy books, digest complex information, or develop a taste for learning. To make that happen, you have to help the child find pleasure in learning—to see school as a source of joy.

这不仅是一种对待孩子的无聊而可怕的方式,而且在教育上也说不通。几十年的研究表明,为了在学校获得技能和真正的知识,孩子需要想要学习。你可以强迫一个孩子坐在座位上,填写一张工作表,或者练习除法。但你无法强迫孩子仔细思考、喜欢书籍、消化复杂信息或培养学习的兴趣。要做到这一点,你必须帮助孩子在学习中找到快乐——把学校视为快乐的源泉。

K) Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you. Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?

成年人倾向于谈论学习时把它当作药物:令人不快,但必要且对你有益。为什么不把学习想象成食物——对人类如此有价值,以至于他们进化到将其体验为一种快乐?

L) Joy should not be trained out of children or left for after-school programs. The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom. "Pleasure" is not a dirty word. And it doesn't run counter to the goals of public education. It is, in fact, the precondition.

快乐不应该从孩子身上被训练掉,也不应该留给课外活动。孩子的生活环境越困难,对那个孩子来说在课堂上找到快乐就越重要。"快乐"不是一个肮脏的词。它也不违背公共教育的目标。事实上,它是前提条件。

陈述句与逐句解析

36. It will not be difficult to make learning a source of joy if educators change their way of thinking.

如果教育工作者改变他们的思维方式,让学习成为快乐的源泉并不困难。

【答案】 **G** 段 (强锚点)

【锚点】 改变思维 + 让学习成快乐之源 + 不难

【定位】 Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset.

在孩子感受快乐的能力之上去构建教育,而不是把这种能力推到一边,并不会太难。它需要的只是教育界思维模式上的一次转变。

【改写】 not be difficult ↔ **wouldn't be that hard**

同义形容词替换

make learning a source of joy ↔ **Building on a child's ability to feel joy**

把快乐变学习底座=让学习成为快乐之源

change their way of thinking ↔ **a shift in the education world's mindset**

动词短语 vs 名词化的等值

【辨邻】 **J** 段只是论证 in order to acquire skills and real knowledge in school, kids need to want to learn, 没有出现 不难 和 换思维 这两个关键件,只覆盖题干局部,不构成源头段。

in order to acquire skills and real knowledge in school, kids need to want to learn

37. What distinguishes children from adults is their strong ability to derive joy from what they are doing.

儿童与成人的区别在于他们从正在做的事情中获得快乐的强大能力。

【答案】 **D** 段 (强锚点)

【锚点】 孩子区别于成人在于享乐力

【定位】 The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy.

把孩子与成人区分开来的，不是他们的无知，也不是他们缺技能，而是他们巨大的享乐能力。

【改写】 What distinguishes children from adults ↔ **The thing that sets children apart from adults**

区分动词的同义替换

their strong ability to derive joy from what they are doing ↔ **their enormous capacity for joy**

强享乐力=巨大的享乐能力

【辨邻】 **F** F 段虽用到 intense absorption and pleasure adults spend the rest of their lives seeking，但角度是 成人也想要，没有正面陈述 区分孩子与成人 这一命题，话题相邻而不同。

moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking

38. Children in America are being treated with shocking cruelty.

美国的儿童正在遭受令人震惊的残酷对待。

【答案】 **A** 段（强锚点）

【锚点】 美国孩子被以骇人方式对待

【定位】 Even as a satire, it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

即便作为讽刺，这一提案在自诩以孩子为中心文化的美国看起来也令人作呕、令人震惊。但实际上，这个国家离他的提案比你想象的要近得多。

【改写】 Children in America ↔ **America with its child-centered culture**

美国孩子=美国这一以孩子为中心文化的国家里的孩子

shocking cruelty ↔ **disgusting and shocking**

震惊+作呕≈骇人残忍

【辨邻】 **B** B 段写 effective schools 里 shout slogans in order to learn self-control，是局部学校的管理细节，并没有上升到 美国孩子整体被骇人对待 这一陈述。

children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still

39. It is human nature to seek joy in life.

在生活中寻求快乐是人类的天性。

【答案】 **F** 段（强锚点）

【锚点】 追求快乐是人之本性

【定位】 Human lives are governed by the desire to experience joy.

人类的生活是由体验快乐的欲望所支配的。

【改写】 It is human nature ↔ **Human lives are governed by**

被...支配=人之本性

to seek joy in life ↔ **the desire to experience joy**

追求体验快乐=在生活中寻求快乐

【辨邻】 **D** D 段命题是 It's their enormous capacity for joy , 强调孩子的能力强, 没有把 追求快乐 写成全人类的本性, 与题干 human nature 不等值。

The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy.

40. Grown-ups are likely to think that learning is to children what medicine is to patients.

成年人很可能认为学习对于儿童就像药物对于病人一样。

【答案】 **K** 段 (强锚点)

【锚点】 大人把学习比作给患者吃药

【定位】 Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you.

大人们往往会把学习说得好像它是药: 不愉快, 但有必要、对你有好处。

【改写】 Grown-ups are likely to think ↔ **Adults tend to talk about**

grown-ups=Adults, likely to think≈tend to talk about

learning is to children what medicine is to patients ↔

learning as if it were medicine: unpleasant, but necessary and good for you

把学习写成药=学习对孩子如药对患者

41. Bad school conditions make it all the more important to turn learning into a joyful experience.

糟糕的学校条件使得将学习转变为快乐体验变得更加重要。

【答案】 **H** 段 (强锚点)

【锚点】 学校条件越差越要让学习变快乐

【定位】 The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

学校处境越糟, 快乐对取得任何教育成功就越重要。

【改写】 Bad school conditions ↔ **horrible the school circumstances**

差的学校处境的近义替换

all the more important to turn learning into a joyful experience ↔

the more important pleasure is to achieving any educational success

让学习变成快乐体验=快乐对教育成功更重要

【辨邻】 L L 段虽有 The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom , 但比较项是 孩子生活处境 而非题干的 学校条件 , 且重点在 precondition 这一总收束, 话题相邻但条件指向不同。

The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom.

42. Adults do not consider children's feelings when it comes to education.

在教育问题上,成年人不考虑儿童的感受。

【答案】 C 段 (强锚点)

【锚点】 成人在教育问题上不考虑孩子感受

【定位】 A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.

看一眼如今大多数课堂的实际情况, 便能十分清楚地看到: 当大人们在想教育这件事时, 他们并没有在想 当一个孩子是什么感受, 也没有在想 是什么让童年成为一个本身就重要、有价值的人生阶段。

【改写】 Adults do not consider children's feelings ↔

they are not thinking about what it feels like to be a child

不在想孩子的感受=不考虑孩子感受

when it comes to education ↔ **when people think about education**

谈到教育时=当人们想教育时

【辨邻】 I I 段说 treat pleasure and joy as the enemies of competence and responsibility , 陈述的是把快乐当敌人的具体态度, 并非题干的 不考虑孩子感受, 话题相邻但陈述对象不同。

treat pleasure and joy as the enemies of competence and responsibility

43. Administrators seem to believe that only hard work will lead children to their educational goals.

管理者似乎认为只有努力学习才能引导儿童实现他们的教育目标。

【答案】 I 段 (强锚点)

【锚点】 管理者认定唯有苦干才能达成目标

【定位】 Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification so that they can pursue abstract goals, like going to college.

教师们想出来的许多作业与规则，往往是因为被管理者施压，把快乐看作能力与责任的敌人。背后的假设是：孩子不该在教室里闲聊，因为那妨碍苦干；他们应该学会延迟享乐，以便追求像上大学这样的抽象目标。

【改写】 Administrators seem to believe that only hard work will lead children to their educational goals ↔

they are pressured by their administrators

管理者向老师施压推崇苦干=管理者相信苦干有效

will lead children to their educational goals ↔

they should learn to delay gratification so that they can pursue abstract goals, like going to college

延迟享乐追抽象目标=抵达教育目标的路径

【辨邻】 **B** B 段写 educators and policy makers 与一串词如 standards results accountability，主体是 policy makers 而非 administrators，且未表达 唯有苦干 这一信念，话题相邻但陈述主体与陈述对象都对不上。

If you spend much time with educators and policy makers, you'll hear a lot of the following words

44. In the so-called "effective" schools, children are taught self-control under a set of strict rules.

在所谓的“有效”学校中，儿童在一套严格的规则下被教导自我控制。

【答案】 **B** 段（强锚点）

【锚点】 高效学校用严规训练孩子自控

【定位】 I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still. 我探访过一些自诩 高效 的新式学校，在那里孩子们要靠喊口号来学自控，或者坐不住时必须站到课桌后面。

【改写】 In the so-called "effective" schools ↔ **newer supposedly "effective" schools**

所谓的=自诩的

children are taught self-control under a set of strict rules ↔

children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still

喊口号+坐不住要罚站=一套严规下学自控

【辨邻】 I I 段虽涉规则与纪律，但谈的是 the assignments and rules teachers come up with 的普遍现象，不是题干特指的 so-called "effective" schools，话题相邻但场域不同。

Many of the assignments and rules teachers come up with, often because they are pressured by their administrators

45. To make learning effective, educators have to ensure that children want to learn.

为了使学习有效,教育工作者必须确保儿童想要学习。

【答案】 J 段 (强锚点)

【锚点】 想让学习有效得先让孩子想学

【定位】 Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn.

几十年的研究表明：要在学校里习得技能和真正的知识，孩子必须想学。

【改写】 To make learning effective ↔ in order to acquire skills and real knowledge in school

让学习有效=能在学校里习得技能与真知

educators have to ensure that children want to learn ↔ kids need to want to learn

教育者必须确保孩子想学=孩子必须想学

【辨邻】 G G 段说 wouldn't be that hard 与 a shift in the education world's mindset，陈述命题是 换思路不难，不是题干 让孩子想学才能学有所获 的条件式命题，相邻但陈述命题不同。

Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset.

PARAGRAPH MAP • 段落主旨图

12 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A

用 1729 年 Jonathan Swift 提出 eat their children 的讽刺提案做引子，把美国当下虽自称 child-centered culture，实际状态拉近到这个荒诞提案的方向，提出全文的反差靶子。

信息指纹

斯威夫特吃孩子讽刺

B 罗列教育者与政策制定者常挂嘴边的词，并描述所谓 effective schools 中孩子靠 shout slogans in order to learn self-control 或 stand behind their desk 来训练自控的场景。

信息指纹 高效学校喊口号练自控

C 概括今日多数课堂的实况：成人在想教育时，并没有把 what it feels like to be a child 当回事，也没有把童年视为自有价值的人生阶段。

信息指纹 大人不顾孩子感受

D 作者自我介绍后给出全文核心命题：区分孩子与成人的不是无知或缺技能，而是 their enormous capacity for joy，并用 3、5、11 岁三个具体画面佐证。

信息指纹 孩子异于成人在于享乐力

E 讲一个 7 岁男孩被足球教练批评后情绪低落，却在停车场被人行道上一只虫子吸引、瞬间换成欣喜表情的小故事，作为孩子专注享乐力的实例。

信息指纹 踢球小男孩被虫子吸引

F 先驳斥把童年快乐当 charming but irrelevant byproduct of youth 的传统看法，正面提出 Human lives are governed by the desire to experience joy，并主张教育不是要放弃快乐，而是引导孩子在更高级的事物中找到快乐。

信息指纹 人生被追求快乐驱动

G 提出方法层面的转向：在孩子的享乐力之上构建教育 wouldn't be that hard，只要教育界换种 mindset，把目标从让孩子苦干换成让孩子在 meaningful, productive activity 中获得快乐。

信息指纹 换思维模式就不难

H 预先反驳读者可能把 快乐 当成 an unaffordable luxury 的想法，反向断言学校处境越糟，快乐对取得任何教育成功越关键。

信息指纹 条件越差快乐越关键

I 指出教师在管理者压力下设计的作业与规则，把 pleasure and joy as the enemies of competence and responsibility，并假设孩子要 delay gratification 才能追抽象目标如上大学。

信息指纹 管理层逼老师把快乐当敌人

J 正面摆出研究结论：要让孩子真正习得技能与知识，得让他们 want to learn；强制能管住外在动作，却管不住深度思考与兴趣养成，结论是必须帮孩子在学习中找到快乐。

信息指纹 要学好先得让孩子想学

K 对比成人对学习的两种比喻：现实里大人把学习当 medicine: unpleasant, but necessary and good for you，作者主张应改当 food 看待，因为人天生就把学习体验为快乐。

信息指纹 学习像药还是像食物

L 收束全文：快乐不该被从孩子身上训练掉，也不能只丢给课外项目；处境越艰难越要在课堂里找快乐；快乐不与公共教育目标对立，而是其 precondition。

信息指纹 快乐是公共教育的前提

SENTENCE INSIGHTS • 句子精讲

28 句真题句逐层精讲

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

Becoming educated should not require giving up pleasure

标题

“动名词作主语 + 情态动词作谓语 + 动名词短语作宾语”是英语中相当常见、可迁移的基础句型。掌握这种结构后，处理同类议论文句子会更顺手。

When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business.

A段，第1句

本句结构层次清楚但不算过难，既包含常见从句嵌套，又包含值得训练的时态与语气辨认，适合作为结构和时态综合练习材料。对想提升长句拆解能力的学习者，优先度较高。

I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.

B段，第2句

这句主干不至于难到无法入手，但又包含多种常见结构和多种谓语形式，适合用来训练“先抓主干，再拆修饰和从句”。从结构与时态两个维度看，都值得优先练习。

A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.

C段，第1句

本句结构训练价值高，嵌套层次清楚但不至于失控，既能练主干识别，也能练多个内容从句的定位。时态不算花哨，正好适合把注意力集中在结构和层级判断上。

Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip.

D段，第6句

本句包含祈使句的省略主语、并列宾语、嵌套的宾语从句、后置定语（过去分词、介词短语）、地点状语、动名词短语等多种成分，且宾语从句中的“what”既是引导词又是从句宾语，是典型的易错点。适合训练学生识别复杂名词短语内部结构和从句内成分。

A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.

D段，第7句

本句时态不难，但结构拆解价值很高，尤其适合训练如何在长主语和后置限定中稳住主干。对于句子结构训练来说，它属于应优先吃透的一类典型材料。

The coach had criticized him for not focusing on his soccer drills.

E段，第3句

“主语 + 过去完成时谓语 + 宾语 + 原因状语”是很常见、可迁移的句型。考试阅读里也常见这种主干简单、后接介词短语补充原因的写法。

The little boy walked out of the school with his head and shoulders hanging down.

E段，第4句

“主句 + with 伴随结构”是阅读里相当常见的压缩表达方式，掌握后可迁移到很多叙事和描写句。它不算最复杂，但很有代表性。

His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing."

E段，第7句

并列句加嵌套定语从句的组合，以及关系代词省略的定语从句，都是四六级和考研真题中常见的句式。掌握后可以迁移到大量类似句子的分析中，具有较高的典型性。

He looked up at his father, his features overflowing with energy and delight.

E段，第8句

涵盖主谓宾和两个状语，其中独立主格结构(his features overflowing...)是较少见的伴随状语形式，适合训练学生识别非谓语动词作状语的能力，有一定练习价值。

Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking.

F段，第2句

这句时态本身不难，但结构识别很有代表性，特别适合训练主干定位和后置修饰识别。对于想提升句子结构分析能力的人，这类句子值得优先练。

Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard.

G段，第1句

这句在结构上不算特别复杂，但很适合训练“辨认主干与非谓语”的基本功，同时还涉及情态动词结构。对句子结构和时态入门训练来说，练习价值较高。

These focuses are not so different from the things in which they delight.

G段，第4句

“主句 + 名词后接关系结构修饰”是考试阅读里非常常见的句式，“介词 + which”也很有代表性。掌握这种读法后，迁移性较强。

Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again.

H段，第1句

本句覆盖了主语、谓语、宾语、宾语补足语、状语、定语从句、状语从句等多种成分，且状语从句内部有并列谓语和复杂的宾语补足语结构，定语从句是 there be 句型，成分种类丰富。并列连词 or 的处理、宾语补足语的识别、定语从句与状语从句的层级关系都是值得练习的点。

The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

H段，第2句

"The more ..., the more ..." 是很常见、很值得掌握的典型句式。掌握后可以迁移到大量表示相关变化的句子中。

Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility.

I段，第1句

这句在结构识别上很有代表性，难点主要集中在主干遮挡与修饰归属，且时态负担不过重，适合作为结构与时态综合训练材料。对提升长句拆解能力有较高优先级。

The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.

I段，第2句

本句结构典型、成分丰富，覆盖了表语从句、原因状语从句、目的状语从句等常考句式，且嵌套层级适中，适合作为分句划分和成分识别的练习材料。虽然时态和语态难度不高，但整体结构的训练价值和典型性较强，值得优先推荐。

Not only is this a boring and awful way to treat children, it makes no sense educationally.

J段，第1句

本句成分较为丰富：包含倒装结构中的主系表（主语 "this"、系动词 "is"、表语 "a boring and awful way to treat children"），不定式短语作后置定语（"to treat children" 修饰 "way"），并列形容词（"boring and awful"），以及第二部分的主谓宾结构加方式状语（"it makes no sense educationally"）。倒装结构是一个重要的训练点，学习者需要练习还原正常语序来识别成分。不定式作定语和副词作状语也是常见考点，值得练习。

Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn.

J段，第2句

“主句动词表示观点或结论 + that 从句说明内容”是非常常见、可大量迁移的句式；句中再加一个 "in order to" 目的短语，也属于常考搭配。掌握这类读法，对很多说明性句子都有帮助。

Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you.

K段，第1句

这句整体结构不乱，但包含一个很值得练的点："as if"后面的假设式表达。对于结构和时态训练来说，它既不至于过难，又能覆盖主干识别、从句识别和语气判断，适合作为中等强度练习材料。

Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?

K段，第2句

本句结构有层次，时态和语气也有明确训练点，既不至于难到无法入手，又足够覆盖常见考点。对于句子结构和时态训练，属于值得优先讲透的一类材料。

The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom.

L段，第2句

"the more..., the more..." 比较结构是四六级和考研阅读中的高频句式，表语前置和形式主语也是常考点，掌握这个句子的分析方法可以直接迁移到大量类似真题句子上

And it doesn't run counter to the goals of public education.

L段，第4句

"主语 + 一般现在时否定谓语 + 介词短语补足意义"是常见陈述句式，具有较强迁移性。它不算复杂难句，但很典型，适合打基础。

It is, in fact, the precondition.

L段，第5句

主系表句型非常常见，"逗号插入短语 + 基本判断句"也是阅读中经常出现的写法。掌握后可迁移到大量类似句子。

What distinguishes children from adults is their strong ability to derive joy from what they are doing.

第37题 题干

本句结构有一定层级，但时态不过分复杂，既能训练主干识别，又不会因为语法点过多而失控。对练习“先抓外层、再拆内层”的方法很有帮助。

It is human nature to seek joy in life.

第39题 题干

"It is + 名词 + 不定式" 是非常常见、可迁移的英语句型。学会先找形式主语 "It"，再回头找后面的真正内容，对很多考试句子都有帮助。

Grown-ups are likely to think that learning is to children what medicine is to patients.

第40题 题干

be likely to do 结构和 what 引导的表语从句都是考试常见句式；A is to B what C is to D 这种类比句型在阅读理解中频繁出现，掌握后可大量复用于理解类比论证

Bad school conditions make it all the more important to turn learning into a joyful experience.

第41题 题干

"make it + 形容词 + to do" 是阅读中非常典型的书面句式，考试文章里常见。掌握这种后置真正宾语的读法，迁移性很强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 91 个英语四级真题高频词

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

learning A1

n. 学习

本篇8次·真题 120 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 466 句

focus B1

n. 重点

本篇3次·真题 107 句

effective B1

adj. 有效的, 起作用的

本篇3次·真题 63 句

source B1

n. 来源

本篇3次·真题 50 句

educator B2

n. 教育工作者

本篇3次·真题 25 句

lack B1

v. 缺少

本篇2次·真题 115 句

solve A2

v. 解决 (问题、困难)

本篇2次·真题 58 句

seek B1

v. 寻找

本篇2次·真题 56 句

educational B1

adj. 教育的

本篇2次·真题 45 句

valuable B1

adj. 贵重的

本篇2次·真题 28 句

lower A2

adj. 较低的;下方的

本篇2次·真题 25 句

sink A2

v. 下沉

本篇2次·真题 20 句

circumstance B2

n. 情况

本篇2次·真题 16 句

derive B2

v. 获得

本篇2次·真题 11 句

intense B2

adj. 强烈的

本篇2次·真题 10 句

educated B2

adj. 受过教育的

本篇2次 · 真题 9 句

string A2

n. 线, 细绳

本篇2次 · 真题 9 句

administrator B2

n. 管理者

本篇2次 · 真题 8 句

likely A2

adj. 很可能的

本篇1次 · 真题 224 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次 · 真题 148 句

tend B1

v. 倾向于, 往往会

本篇1次 · 真题 137 句

million A2

num. 一百万

本篇1次 · 真题 119 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次 · 真题 118 句

quality A2

n. 质量

本篇1次 · 真题 100 句

decade B1

n. 十年

本篇1次 · 真题 99 句

case A2

n. 情况

本篇1次 · 真题 89 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

issue B1

n. 问题

本篇1次 · 真题 83 句

traditional B1

adj. 传统的

本篇1次 · 真题 79 句

rate A2

n. 速度

本篇1次 · 真题 78 句

academic B2

adj. 学术的

本篇1次 · 真题 69 句

pressure B1

n. 心理压力

本篇1次·真题 63 句

policy B1

n. 政策

本篇1次·真题 61 句

argue B1

v. 争论

本篇1次·真题 58 句

responsibility B1

n. 责任

本篇1次·真题 55 句

ensure B2

v. 确保

本篇1次·真题 54 句

desire B2

n. 愿望

本篇1次·真题 52 句

nation B1

n. 国家

本篇1次·真题 51 句

shift B1

v. 移动

本篇1次·真题 49 句

debate B2

n. 辩论

本篇1次·真题 48 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

figure A2

n. 数字

本篇1次·真题 44 句

explore B1

v. 探索

本篇1次·真题 40 句

thinking A2

n. 思考

本篇1次·真题 40 句

feature B1

n. 特征

本篇1次·真题 37 句

completely B1

adv. 完全地

本篇1次·真题 34 句

achievement B1

n. 成就

本篇1次·真题 33 句

productive B2

adj. 富有成效的

本篇1次·真题 32 句

depression B2

n. 抑郁症

本篇1次·真题 31 句

childhood A2

n. 童年

本篇1次·真题 30 句

delay B1

n. 延迟

本篇1次·真题 30 句

psychologist B2

n. 心理学家

本篇1次·真题 30 句

stage A2

n. 阶段

本篇1次·真题 30 句

argument B1

n. 争论

本篇1次·真题 29 句

assignment B1

n. (学校的) 作业、任务

本篇1次·真题 29 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 26 句

poverty B2

n. 贫穷

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

carefully A2

adv. 仔细地

本篇1次·真题 24 句

meaningful B2

adj. 有意义的

本篇1次·真题 24 句

luxury B2

n. 奢侈品

本篇1次·真题 22 句

maker A2

n. 制造者

本篇1次·真题 22 句

enormous B1

adj. 巨大的

本篇1次·真题 21 句

deeply B1

adv. 深深地

本篇1次·真题 20 句

mindset B2

n. 思维模式

本篇1次·真题 20 句

peer B2

n. 同龄人

本篇1次·真题 20 句

propose B1

v. 提议

本篇1次·真题 20 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 19 句

apart B1

adv. 分开地

本篇1次·真题 19 句

hinder B2

v. 阻碍, 妨碍

本篇1次·真题 19 句

novel B1

n. 小说

本篇1次·真题 19 句

capacity B2

n. 容量

本篇1次·真题 18 句

severe B2

adj. 严重的

本篇1次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

mass B1

n. 大量

本篇1次·真题 17 句

pursue B2

v. 追求

本篇1次·真题 17 句

division B1

n. 分开

本篇1次·真题 16 句

following B1

adj. 接下来的

本篇1次·真题 16 句

abstract B2

adj. 抽象的

本篇1次·真题 15 句

distinguish

B2

v. 区分

本篇1次·真题 15 句

stimulate

B2

v. 刺激

本篇1次·真题 14 句

assumption

B2

n. 假定/假设(未经证实就认为是真的事)

本篇1次·真题 13 句

chat

A2

v. 聊天, 闲谈

本篇1次·真题 13 句

criticize

B2

v. 批评

本篇1次·真题 13 句

proposal

B2

n. 提议

本篇1次·真题 13 句

suddenly

A2

adv. 突然地

本篇1次·真题 13 句

constant

B2

adj. 持续不断的

本篇1次·真题 12 句

youth

A2

n. 青年时期

本篇1次·真题 12 句

cannot

A1

aux. 不能

本篇1次·真题 9 句

constitute

C1

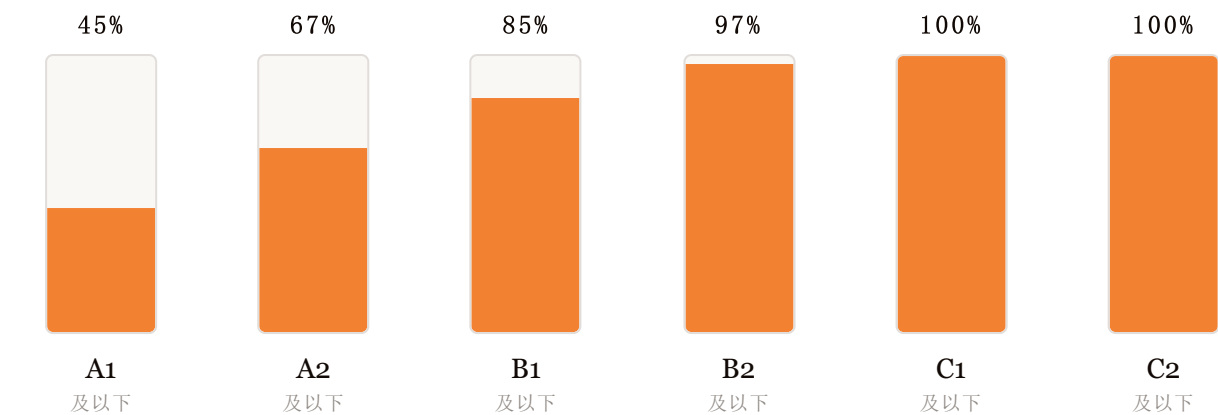
v. 构成, 组成

本篇1次·真题 8 句

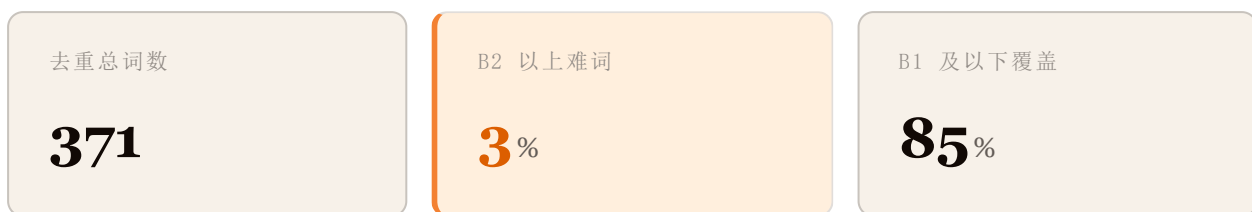
VOCABULARY • 词汇难度分布

全文 371 词按 CEFR 难度累积覆盖

全文去重后共 371 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 10 个·约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 371 个 · 末柱为 100%



英语四级 2015年12月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →