

2016年12月·第3套 英语四级阅读理解（四选一） 第1篇·46-50 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2016年12月·第3套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1-P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2016-12) · 四级

Part III Section C (1)

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.

P1 Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

最近我参加了几次会议，会上我们讨论了留住学生和防止年轻教师流失到其他地方的方法。

P2 It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house(信息交流中心) for using technology in classrooms and in online courses. It's an administrative sham(欺诈) of the kind that has multiplied over the last 30 years.

高等教育似乎已经变成了一个由会议召集者组成的产业，他们的任务是“解决问题”——无论是真实的还是想象的。在我担任三所不同大学教授的职位上，教育我们年轻人和年长学生的实际问题已经加深，而被雇用的人数——不是去教学而是去开会——却显著增加了。每一个新问题都为行政解决者创造了一个新职位。以我们的卓越教学中心为例。与其名称相反，该中心是一个在教室和在线课程中使用技术的信息交流中心。这是一种在过去30年里成倍增加的行政欺诈。

P3 I offer a simple proposition in response: Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic(官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our

administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

我对此提出一个简单的建议:我们的许多问题——课堂出勤率、教育成功、学生幸福感和福祉——可能会通过削减官僚机制和会议,转而雇用大量优秀教师来得到改善。如果我们用课堂教师替换一半的行政人员,我们实际上可能让大多数班级回到每位教师20名或更少学生的规模。这将是一个教师和学生真正彼此了解的环境。

P4 The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

教师必须有自由以自己的方式教学——课程设置应该足够灵活,以便他们能够运用个人才能来实现课程目标。此外,他们应该被允许教学,并因教学出色而获得奖励。教师不是那些擅长研究、专注于研究并恰好出现在课堂上的人。优秀的教学和研究并不互斥,但它们也不是自动相伴的。教学是一门艺术和技艺,是天赋和实践;它不是任何人都能擅长的事情。令我完全困惑的是,人们竟然不认识到这一点,尽管几乎任何当过学生的人都能分辨出他们最好和最差的教师之间的区别。

题目与逐题解析

46. What does the author say about present-day universities?

- A) They are effectively tackling real or imagined problems.
- B) They often fail to combine teaching with research.
- C) They are over-burdened with administrative staff.
- D) They lack talent to fix their deepening problems.

作者对当今大学有何看法?

- A) 它们正在有效地解决真实或想象中的问题。 B) 它们往往无法将教学与研究结合起来。
C) 它们的行政人员负担过重。 D) 它们缺乏解决日益严重问题的人才。

【答案】 C (细节题)

【判型】 What does the author say about present-day universities? 用 say 直接问观点陈述, 不含 infer/imply, 是对原文一句观点的转述。

【拆句】 题干 What does the author say about present-day universities? 是一个简单的 wh- 特殊疑问句: What 作 say 的宾语, about present-day universities 作 say 的状语补足语, 句式平铺直叙、无陷阱。

【定位】 It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly.

高等教育似乎已经成了一个开会人的行业，他们的任务是‘解决’真实或想象出来的问题。而以我作为三所不同大学教授的经历来看，教育年轻人与年长学生的实际问题在加深，与此同时被招进来的人——不是来教书而是来开会的——数量在显著上升。

【选项】 A) 与原文相反

effectively tackling real or imagined problems 把原文的 "solve" problems 当真，而原文加了引号、且明说 the actual problems...have deepened——作者立场恰恰是‘没解决’。

B) 答非所问

often fail to combine teaching with research 涉及教学与研究关系，是 Good teaching and research are not exclusive, but they are also not automatic companions. 中的话题，但与题干问的 present-day universities 现状无关——把后段次要话题硬挪到本题作答。

C) ✓ 正确

the number of people hired—not to teach but to hold meetings—has increased significantly ↔

over-burdened with administrative staff

hired—not to teach but to hold meetings ↔ **administrative staff**

预判要点‘开会者激增、教学问题反而加深’，‘恰好被 over-burdened with administrative staff 一对一覆盖。

D) 无中生有

lack talent to fix their deepening problems 中‘缺人才’这一判断，作者通篇没说——原文只批评行政人员太多、好教师不够，并未说大学缺解决问题的人才。

47. According to the author, what kind of people do universities lack most?

- A) Good classroom teachers.
- B) Efficient administrators.
- C) Talented researchers.
- D) Motivated students.

根据作者的观点,大学最缺乏什么样的人?

A) 优秀的课堂教师。 B) 高效的管理人员。 C) 有才华的研究人员。 D) 积极主动的学生。

【答案】 A (细节题)

【判型】 According to the author 直接问作者笔下的事实陈述，是细节题的标志性引语。

【拆句】 题干 According to the author, what kind of people do universities lack most? 主句是 what kind of people 引导的 wh- 疑问句, universities 作主语、lack 作谓语、most 是副词最高级修饰 lack, According to the author 是插入语; 结构清晰、无陷阱。

【定位】 Every new problem creates a new job for an administrative fixer.

每出现一个新问题, 就会为一个行政'修补匠'创造出一个新岗位。

【选项】 A) ✓ 正确

hiring an army of good teachers ↔ **Good classroom teachers**

hired—not to teach but to hold meetings ↔ **Good classroom teachers**

题干 lack most → 找稀缺端 → 预判即'好教师', Good classroom teachers 与之一对一吻合。

B) 与原文相反

原文连用 industry of meeting-holders 与 administrative fixer 双重贬称, 明确把 administrators 视为过剩端; Efficient administrators 把过剩端误读为稀缺端。

C) 答非所问

Talented researchers 中 researchers 仅在 Teachers are not people who are great at and consumed by research and happen to appear in a classroom. 里以否定方式出现, 且没说研究人才稀缺, 硬扯过来作答。

D) 无中生有

Motivated students 谈学生动力, 全文未做此判断; 作者只说 retain students, 没说学生没动力。

48. What does the author imply about the classes at present?

A) They facilitate students' independent learning.

B) They help students form closer relationships.

C) They have more older students than before.

D) They are much bigger than is desirable.

作者对目前的课堂有何暗示?

A) 它们促进学生的自主学习。 B) 它们帮助学生形成更紧密的关系。

C) 它们比以前有更多年龄较大的学生。 D) 它们的规模远大于理想状态。

【答案】 D (推断题)

【判型】 What does the author imply about the classes at present? 的 imply 决定本题答案是原文的一步逻辑延伸。

【拆句】 题干 What does the author imply about the classes at present? 是 wh- 特殊疑问句, imply 是谓语, about the classes at present 是 imply 的状语; 结构平铺直叙、无陷阱。

【定位】 If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher.

如果我们把一半行政人员替换成课堂教师，我们或许真能让多数班级回到每位老师 20 名或更少学生的状态。

【选项】 A) **无中生有**

facilitate students' independent learning 谈自主学习，文中从未讨论；作者强调的是师生彼此熟识，而非学生独立。

B) **偷换概念**

help students form closer relationships 中 closer relationships 与 teachers and students actually knew each other 有部分相关，但原文的对象是师生互识、不是同学之间；选项偷换了关系对象。

C) **无中生有**

more older students than before 把 older students 的修饰语片段拼成本题命题，但原文从未比较过往与现在的年长学生数量。

D) **✓ 正确**

get a majority of our classes back to 20 or fewer students per teacher ↔

much bigger than is desirable

预判'现状班级偏大'与 much bigger than is desirable 一对一吻合，是从虚拟句反推现实的标准结论。

49. What does the author think of teaching ability?

A) It requires talent and practice.

B) It is closely related to research.

C) It is a chief factor affecting students' learning.

D) It can be acquired through persistent practice.

作者如何看待教学能力？

A) 它需要天赋和实践。 B) 它与研究密切相关。 C) 它是影响学生学习的主要因素。

D) 它可以通过持续的实践获得。

【答案】 A (细节题)

【判型】 What does the author think of teaching ability? 问的是作者对教学能力的明示定性，可在原文找直接对应的判断句。

【拆句】 题干 What does the author think of teaching ability? 是 wh- 疑问句：What 是 think of 的逻辑宾语，think of 是固定搭配（认为...如何）；句式简洁、无陷阱。

【定位】 Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at.

教学是艺术，是技艺，是才能，也是练习；它不是任何人都能做好的事。

【选项】 A) ✓ 正确

talent and practice ↔ **talent and practice**

Teaching is an art and a craft, talent and practice ↔ **It requires talent and practice**

选项保留原文最核心的两个并列名词 talent and practice, 且把 is 改为 requires 仍保等值, 是教科书级的同义替换。

B) 与原文相反

closely related to research 把教学与研究强绑定, 正与 Good teaching and research are not exclusive, but they are also not automatic companions. 的判断相反——作者明说二者非自动相伴。

C) 答非所问

a chief factor affecting students' learning 把教学能力定位为'影响学生学习的首要因素', 原文并未把它与学生学习挂钩, 而是定位其本质属性。

D) 以偏概全

can be acquired through persistent practice 只取了 practice 一个并列项就下结论, 把 talent 这一并列项整片删掉; 与原文 it is not something that just anyone can be good at 也相悖。

50. What is the author's suggestion for improving university teaching?

- A) Creating an environment for teachers to share their teaching experiences.
- B) Hiring more classroom teachers and allowing them to teach in their own way.
- C) Using high technology in classrooms and promoting exchange of information.
- D) Cutting down meetings and encouraging administrative staff to go to classrooms.

作者对改善大学教学有何建议?

- A) 创造一个让教师分享教学经验的环境。
- B) 聘用更多课堂教师并允许他们以自己的方式教学。
- C) 在课堂上使用高科技并促进信息交流。
- D) 减少会议并鼓励行政人员到课堂听课。

【答案】 B (细节题)

【判型】 What is the author's suggestion for improving university teaching? 问明示的建议内容, 可在原文 propose/suggest/should 等句中找答案。

【拆句】 题干 What is the author's suggestion for improving university teaching? 主干是 What is the author's suggestion, for improving university teaching 是介词短语作 suggestion 的后置定语; 句式简洁、无陷阱。

【定位】 Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the bureaucratic mechanisms and meetings and instead hiring an army of good teachers.

我们的许多问题——出勤、教育成效、学生的幸福与福祉——也许可以通过削减官僚机制与会议、转而招募一支好教师大军来改善。

【选项】 A) 无中生有

teachers to share their teaching experiences 谈教学经验分享，全文从未提出此建议；原文 Center for Teaching Excellence 是被作者批评为骗局的虚假信息交流中心，并非作者倡导的方案。

B) ✓ 正确

hiring an army of good teachers ↔ **Hiring more classroom teachers**

The teachers must be free to teach in their own way ↔

allowing them to teach in their own way

预判的两端 hiring + free to teach 在 Hiring more classroom teachers and allowing them to teach in their own way 一对一齐备。

C) 与原文相反

Using high technology in classrooms and promoting exchange of information 实际是 using technology in classrooms and in online courses 的复述，而作者明说这是 administrative sham——把作者贬斥的做法当成建议。

D) 偷换概念

encouraging administrative staff to go to classrooms 把 replaced half of our administrative staff with classroom teachers 的'用教师替换行政人员'扭曲为'让行政人员进课堂'——替换≠转岗。

SENTENCE INSIGHTS • 句子精讲

7 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。

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

第1段，第1句

"名词 + 关系副词引导的定语从句" 是四六级和考研阅读中的高频句式，"where" 在从句中作状语修饰地点名词的用法非常典型，掌握后可迁移到大量类似结构。

It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems—real or imagined.

第2段，第1句

形式主语加主语从句（It seems that...）是四六级和考研阅读中的高频结构，定语从句修饰名词也是常考句式。本句的结构典型且实用，掌握后可以迁移到大量类似句子的理解和写作中，代表性很强。

And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly.

第2段，第2句

while 引导的时间对比状语从句是四六级和考研阅读中的高频结构，用于表达同时发生的对比现象。主句中介词短语作状语、名词后接介词短语或分词作定语，以及破折号插入对比信息，都是学术文章和考试真题的典型句式。掌握本句结构可迁移到大量类似长难句。

This would be an environment in which teachers and students actually knew each other.

第3段，第3句

主句的情态动词加系表结构、表语名词后接限制性定语从句的组合，是四六级和考研阅读中的典型句式。"in which" 引导定语从句的用法也是常考知识点，句式具有较高代表性和迁移价值。

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course.

第4段，第1句

全句结构在考试真题中较为典型：两个并列主句通过破折号连接表示解释补充，第二个主句包含目的状语从句，这种“观点陈述 + 支持条件 + 目的说明”的逻辑框架在议论文和说明文中常见。情态动词的使用、系表结构、目的状语从句都是高频考点。掌握这类句式后，可以迁移到大量类似的长句分析中，具有较好的代表性。

Additionally, they should be allowed to teach, and be rewarded for doing it well.

第4段，第2句

情态动词加被动语态是四六级和考研英语阅读中的高频句式，常用于表达建议、义务或客观评价；并列谓语结构和承前省略也是常考语法点；本句结构具有较强的代表性，掌握后可迁移至大量类似句型。

Teachers are not people who are great at and consumed by research and happen to appear in a classroom.

第4段，第3句

“主句判断加后置定语从句限定名词”是阅读里非常典型的句式。掌握这种先去修饰、再看主干的方法，能迁移到大量类似长句。

HIGH-FREQUENCY • 真题高频词

本篇出现的 55 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。

teaching A2

n. 教学工作; 教书

本篇 7 次 · 真题 38 句

author A2

n. 作者

本篇 5 次 · 真题 244 句

administrative B2

adj. 行政的

本篇 5 次 · 真题 8 句

talent B1

n. 天赋

本篇 4 次 · 真题 39 句

staff B1

n. 全体员工

本篇 3 次 · 真题 43 句

hire A2

v. 雇用

本篇 3 次 · 真题 35 句

actually A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇2次·真题 148 句

learning A1

n. 学习

本篇2次·真题 120 句

lack B1

v. 缺少

本篇2次·真题 115 句

would A1

aux. (will 的过去式) 将要，会

本篇1次·真题 466 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

online A2

adj. 在线的

本篇1次·真题 145 句

affect B1

v. 影响

本篇1次·真题 113 句

relationship B1

n. 关系

本篇1次·真题 109 句

professor B1

n. 教授（大学教师的最高职称）

本篇1次·真题 105 句

base A2

n. 基础

本篇1次·真题 95 句

individual B2

adj. 单独的

本篇1次·真题 79 句

factor B1

n. 因素

本篇1次·真题 77 句

solve A2

v. 解决（问题、困难）

本篇1次·真题 58 句

reward B1

n. 报酬

本篇1次·真题 56 句

consume B2

v. 消耗，耗费（燃料、能源、时间等）

本篇1次·真题 52 句

per B1

prep. 每

本篇1次·真题 49 句

recently A2

adv. 最近

本篇1次·真题 48 句

promote B2

v. 促进

本篇1次·真题 47 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 47 句

response B1

n. 回答

本篇1次·真题 47 句

educational B1

adj. 教育的

本篇1次·真题 45 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 43 句

despite B1

prep. 尽管

本篇1次·真题 40 句

majority B2

n. 大多数, 大部分

本篇1次·真题 40 句

recognize B1

v. 认出

本篇1次·真题 34 句

chief B1

n. 首领

本篇1次·真题 29 句

related B1

adj. 相关的

本篇1次·真题 28 句

craft B1

n. 手艺

本篇1次·真题 25 句

curriculum B2

n. 课程

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

combine B1

v. (使) 结合、组合

本篇1次·真题 23 句

happiness A2

n. 幸福

本篇1次·真题 23 句

flexible B2

adj. 灵活的

本篇1次·真题 22 句

closely B1

adv. 紧密地

本篇1次·真题 21 句

actual B1

adj. 真实的

本篇1次·真题 18 句

imply B2

v. 暗示, 暗指

本篇1次·真题 18 句

effectively B2

adv. 有效地

本篇1次·真题 17 句

elsewhere B1

adv. 在别处

本篇1次·真题 16 句

significantly B2

adv. 显著地

本篇1次·真题 15 句

facilitate C1

v. 促进

本篇1次·真题 13 句

automatic B1

adj. 自动的

本篇1次·真题 12 句

tackle B2

v. 处理

本篇1次·真题 12 句

contrary B2

adj. 相反的

本篇1次·真题 10 句

exchange B1

n. 交换

本篇1次·真题 10 句

mechanism B2

n. 机制

本篇1次·真题 10 句

retain B2

v. 保留

本篇1次·真题 10 句

educate B2

v. 教育

本篇1次·真题 9 句

faculty B2

n. (大学的) 系, 院

本篇1次·真题 8 句

persistent B2

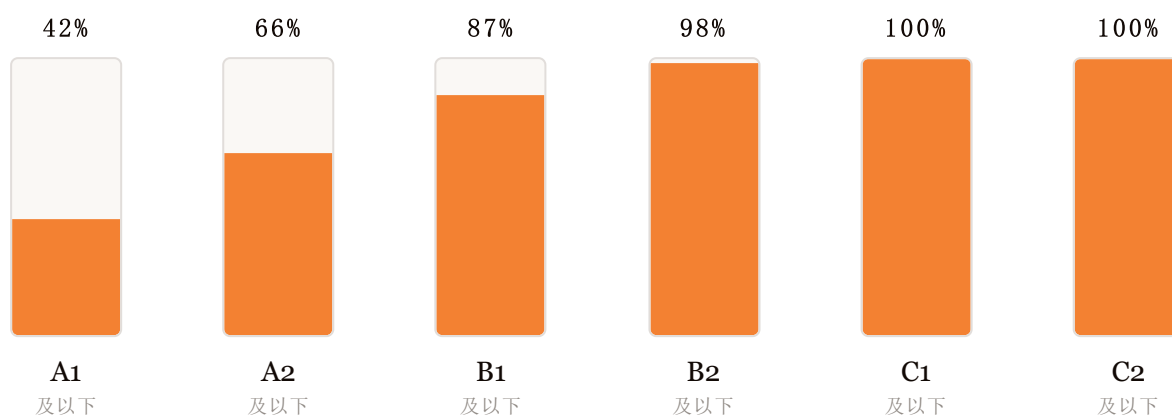
adj. 坚持不懈的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 196 词按 CEFR 难度累积覆盖

全文去重后共 **196** 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 4 个 · 约 2%。



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 196 个 · 末柱为 100%

去重总词数

196

B2 以上难词

2%

B1 及以下覆盖

87%

英语四级 2016年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2016年12月第1套共用 · 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）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
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 →