

2017年12月·第1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2017年12月·第1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 11 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1套(2017-12)·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**.

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

- A) I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.

我一直是个不擅长考试的人。所以我重返大学完成大约四十年前未完成的学位,这似乎有些奇怪。我在哥伦比亚大学学习,周围的学生在我还在处理问题时就能迅速给出口头答案。

- B) Since there is no way for me to avoid exams, I am currently questioning what kind of exams are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

既然我无法避免考试,我目前在思考什么样的考试最费力且最终最有益。我已经在课堂上挥汗如雨地完成了许多期中和期末考试,现在我有一位教授布置带回家做的考试。当我得知这一点时很兴奋,以为我有整整一周的时间来做研究、阅读文本并写出全部内容。事实上,直到交卷当天早上我还在重写期中考试。说我已经失去头绪还是轻描淡写了。

- C) As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students

ultimately learn more and encourages them to form study groups. "That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained, "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill."

当我在焦虑中煎熬了一周,过度思考材料并怀疑自己对它的掌握时,我在学生和教授中间做了一些调查。在哥伦比亚大学教授一门热门美国总统课程的David Eisenbach更喜欢课堂考试。他认为学生最终学到更多,并鼓励他们组成学习小组。"这样他们就会在课外就历史进行社交,如果没有课堂考试的压力,这种情况不会发生,"他解释说,"此外,课堂考试迫使学生学习如何在压力下表现,这是一项基本的工作技能。"

- D) He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled "Introduction To Congress." Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

他还说课堂考试作弊的可能性更小。2012年,哈佛大学125名学生卷入一起丑闻,当时发现他们在一门名为"国会概论"的课程带回家考试中作弊。一些大学有所谓的"荣誉准则",不过如果你足够聪明能进入这些学校,你要么足够聪明能绕过任何准则,要么有希望的是,太有道德而不会考虑这样做。当我被困住毫无头绪地坐了整整两天时,我一时想到我能不能给一位我正在处理的主题的专家打电话,或者给之前上过这门课的人打电话,让我开始进行下去。

- E) Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams. "Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries," she told me. "Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention."

哈佛丑闻发生后,耶鲁大学前学生主任Mary Miller向该校教授发出热情呼吁,要求他们不要布置带回家的考试。"当教师提供没有明确、有时间限制边界的带回家考试时,学生的健康和幸福以及在其他期末工作中的表现都会面临风险,"她告诉我。"现在的研究表明,定期测验、短文以及学期中的其他作业能更好地增强学习和记忆。"

- F) Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. "In my field, it's not what you know—it's what you know how to find out," says Koch. "There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them."

大多数大学教授同意他们选择的考试类型很大程度上取决于学科。例如,基于定量的考试不太可能被带回家做,因为在那里可以请他们的哥哥姐姐帮忙。另一方面,职业类型的课程,如计算机科学或新闻学,通

常更注重研究,适合带回家测试。在马里兰州Rockville的Montgomery Community College教授"广播新闻史"的Chris Koch指出,报道是关于调查而不是记忆细节。"在我的领域,重要的不是你知道什么——而是你知道如何找到什么,"Koch说。"信息太多了,而且一直有更多信息出现,任何人都记不住。我希望我的学生利用他们可以获得的所有资源来寻找问题的答案。"

- G) Students' test-form preferences vary, too, often depending on the subject and course difficulty. "I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research," says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up." Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. "If you understand the material and have the ability to articulate(说出) your thoughts, they should be a breeze."

学生对考试形式的偏好也各不相同,通常取决于学科和课程难度。"我更喜欢带回家的论文,因为那样真正关乎写作,所以你有时间编辑和做更多研究,"Barnard的大三学生Elizabeth Dresser说。然后是压力因素。Middlebury的大四学生Francesca Haass说,"我发现课堂考试在短期内压力更大,但当你疯狂地吞下信息后会立即松了一口气,然后你可以把它全忘掉。带回家的考试需要深思熟虑的投入,这可能导致更长期的压力,因为永远没有时间到了的时刻。"与此同时,Emory的大二学生Olivia Rubin说她几乎不把带回家的考试视为真正的考试。"如果你理解材料并有能力说出你的想法,它们应该很轻松。"

- H) How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

学生最终如何应对考试可能取决于他们个人的应试能力。有些人总是等到最后一刻,把事情搞得比必要的难得多。还有那些不知道会遇到什么问题,也没有资源可参考,会卡住的人。然后还有我们这些罕见的同时符合这两种描述的人。

- I) Yes, my advanced age must factor into the equation(等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

是的,我的高龄必须纳入等式,部分原因是我无法那么快地获取信息。正如哥伦比亚大学另一位重返学校的学生Kate Marber告诉我的,"我们不仅在学习所有这些信息,而且基本上是在学习如何重新学习。我们的同学刚从高中毕业。自从我们上次上学以来,很多事情都变了。"

- J) If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, "I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test," he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.

如果没有别的,这种情况给了我和上大学的儿子一些共同话题。当我询问他对这件事的看法时,"我喜欢课堂考试,因为时间已经预留好了,而不是用我在家的空闲时间来做测试,"他回答道。在我看来,一个折中办法是提前一两天收到考试问题,然后在课堂上在滴答作响的时钟下完成实际考试。

K) Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake." When the students came in, sharpened pencils in hand, there was not a bluebook in sight. Rather, they saw a large chocolate cake and they each were given a slice.

更好的是,据报道Hunter College的一位教授最近在期末考试中做的事:她鼓励全班不要紧张甚至不要学习,承诺"这将是小菜一碟"。当学生们手拿削尖的铅笔走进来时,看不到一本蓝皮答题本。相反,他们看到一个大巧克力蛋糕,每人分到一块。

陈述句与逐句解析

36. Elderly students find it hard to keep up with the rapid changes in education.

年长的学生发现很难跟上教育领域的快速变化。

【答案】 I 段 (强锚点)

【锚点】 锚定“年长学生+跟不上教育变化”

【定位】 Yes, my advanced age must factor into the equation, in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

是的,我的高龄必须算进这个等式,部分原因是我无法那么快地获取信息。正如哥伦比亚另一位回炉的学生 Kate Marber 告诉我的:“我们学的不仅是这些知识,本质上是在重新学习如何学习。我们的同学才刚从高中出来。自我们上次在校以来,很多事情已经变了。”

【改写】 Elderly students ↔ my advanced age

形容词→对应名词短语的同义替换

find it hard to keep up with the rapid changes in education ↔

A lot has changed since we were last in school

“跟不上”由“获取信息变慢+变化已多”共同呈现

【辨邻】 A 本段虽然谈到I have returned to college to finish the degree I left undone some four decades ago, 但只覆盖了题干的“年长返校”一面,对题干find it hard to keep up with the rapid changes in education没有任何陈述,无法承载整句信息。

surrounded by students who quickly supply the verbal answer while I am still processing the question

37. Some believe take-home exams may affect students' performance in other courses.

有些人认为带回家的考试可能会影响学生在其他课程中的表现。

【答案】 E 段 (强锚点)

【锚点】 锚定“带回家考拖累其他课程”

【定位】 Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries.

当教师布置没有明确时限的带回家考试时，学生不仅在健康与身心状态上承担风险，他们在其他期末作业上的表现也会受到影响。

【改写】 take-home exams may affect students' performance in other courses ↔

Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries

“影响”被改写为“风险+条件状语从句”

performance in other courses ↔ **performance in other end-of-term work**

“其他课程”被改写为“其他期末作业”

【辨邻】 C C 段虽然出现in-class exams这种与“考试形式”相关的词，但其论点是He believes students ultimately learn more，与题干“带回家考波及其他课程”毫无交集。

in-class exams force students to learn how to perform under pressure, an essential work skill

38. Certain professors believe in-class exams are ultimately more helpful to students.

某些教授认为课堂考试最终对学生更有帮助。

【答案】 C 段（强锚点）

【锚点】 锚定“某些教授认为堂上考更有益”

【定位】 David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups.

在哥伦比亚教一门关于美国总统的热门课的 David Eisenbach 更偏好堂上考。他相信学生最终能学到更多，并鼓励他们组成学习小组。

【改写】 Certain professors ↔ **David Eisenbach**

“某些教授”被具体化为一位具名教授

believe in-class exams are ultimately more helpful to students ↔

He believes students ultimately learn more

“更有益”=“学得更多”，副词 ultimately 同形复现

【辨邻】 F F 段虽然有“教授+考试形式”的同话题外壳Most college professors agree the kind of exam they choose largely depends on the subject，但只谈选择依据，不下“堂上考更有益”的判断，因而不是源头段。

Most college professors agree the kind of exam they choose largely depends on the subject

39. In-class exams are believed to discourage cheating in exams.

课堂考试被认为能够遏制考试作弊行为。

【答案】 D 段（强锚点）

【锚点】 锚定“堂上考可阻止作弊”

【定位】 He also says there is less chance of cheating with the in-class variety.
他还表示，堂上考形式下作弊的可能性较小。

【改写】 In-class exams are believed to discourage cheating in exams ↔

there is less chance of cheating with the in-class variety

“阻止作弊”=“作弊机会更少”

【辨邻】 **E** E 段以Following the Harvard scandal承接 D 段话题，但其核心是 Mary Miller made an impassioned appeal to her school's professors to refrain from take-home exams，并未直接陈述“堂上考能阻止作弊”这一结论。

Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams

40. The author was happy to learn she could do some exams at home.

作者很高兴得知自己可以在家完成一些考试。

【答案】 **B** 段（强锚点）

【锚点】 锚定“作者听说能在家做考试时很高兴”

【定位】 I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up.

得知这一安排时我很兴奋，心想自己有整整一周时间可以做研究、读完文本，再把整篇写出来。

【改写】 happy to learn she could do some exams at home ↔ **I was excited when I learned this**

情感词同族替换+触发事件同形

do some exams at home ↔ **now I have a professor who issues take-home ones**

“在家做考试”=“带回家做的考试”

【辨邻】 **J** J 段说话人是I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test，主体是儿子且偏负面态度，既非作者也非“高兴”。

as opposed to using my free time at home to work on a test

41. Students who put off their work until the last moment often find the exams more difficult than they actually are.

把作业拖到最后一刻才做的学生往往会发现考试比实际难度更难。

【答案】 **H** 段（强锚点）

【锚点】 锚定“拖到最后一刻把考试自找更难”

【定位】 There are people who always wait until the last minute, and make it much harder than it needs to be.

有一些人总是拖到最后一刻才动手，结果把考试搞得比本来需要的难得多。

【改写】 put off their work until the last moment ↔ wait until the last minute

拖延行为的标准同义替换

find the exams more difficult than they actually are ↔ make it much harder than it needs to be
“觉得更难”=“把它搞得更难”

【辨邻】 B B 段虽有 I was still rewriting my midterm the morning it was due 这一拖延行为，但是作者一人的具体经历，不像 H 段 There are people who always wait until the last minute 那样下“有这类人”的通则。

I was still rewriting my midterm the morning it was due

42. Different students may prefer different types of exams.

不同的学生可能偏好不同类型的考试。

【答案】 G 段（弱锚点）

【锚点】 锚定“不同学生偏好不同考试形式”

【定位】 Students' test-form preferences vary, too, often depending on the subject and course difficulty.
学生对考试形式的偏好同样各不相同，通常取决于学科与课程难度。

【改写】 Different students may prefer different types of exams ↔

Students' test-form preferences vary, too, often depending on the subject and course difficulty
“偏好不同”由 vary + 多个体并陈共同承载

【辨邻】 C C 段虽然也谈“偏好”话题，但主语是 David Eisenbach 这位教授，描述的是教授对堂上考试的偏爱，与题干“学生之间偏好分歧”主语不符。

David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety

43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.

大多数教授认同是进行课堂考试还是带回家考试取决于所教授课程的类型。

【答案】 F 段（强锚点）

【锚点】 锚定“考试形式取决于学科”

【定位】 Most college professors agree the kind of exam they choose largely depends on the subject.
大多数大学教授都同意，他们选择何种考试形式很大程度上取决于学科。

【改写】 Most professors agree ↔ **Most college professors agree**

主语短语几乎同形复现

whether to give an in-class or a take-home exam depends on the type of course being taught ↔

the kind of exam they choose largely depends on the subject

“形式取决于学科”的同句改写

【辨邻】 G 段虽然有often depending on the subject and course difficulty这种同样的“取决于学科”表达，但其主语是Students' test-form preferences，与题干“多数教授认为”的主语不符。

Students' test-form preferences vary, too, often depending on the subject and course difficulty

44. The author dropped out of college some forty years ago.

作者在大约四十年前从大学辍学。

【答案】 A 段（强锚点）

【锚点】 锚定“作者四十年前辍学”

【定位】 So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago.

所以，我重返大学去完成四十年前未读完的学位，这事看上去也许相当奇怪。

【改写】 dropped out of college ↔ **the degree I left undone**

“辍学”=“学位没读完就离开了”

some forty years ago ↔ **some four decades ago**

数字单位换形：年↔十年

【辨邻】 I 段虽有my advanced age must factor into the equation的年长视角，但没有任何与 forty years/decades 相关的时间锚点，无法承载“四十年前辍学”这一信息。

Our fellow students have just come out of high school

45. Some students think take-home exams will eat up their free time.

一些学生认为带回家的考试会占用他们的空闲时间。

【答案】 J 段（强锚点）

【锚点】 锚定“带回家考会占用自由时间”

【定位】 I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test.

我喜欢堂上考，因为时间已经预留好了，不像带回家考那样还要占用我在家的自由时间去做。

【改写】 take-home exams will eat up their free time ↔ **using my free time at home to work on a test**

“吞噬自由时间”=“占用自由时间”

【辨邻】 G 段虽然出现Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up的相关讨论，但没有“自由时间被占”的表述，与题干所指的 free time 不同。

there is never a moment when the time is up

PARAGRAPH MAP • 段落主旨图

11 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 作者自述是个不擅长考试的人，四十年后重返哥伦比亚大学读完未完成的学位，周围都是反应比她快得多的年轻同学。

信息指纹 重返哥大读完四十年前未完成的学位

B 作者经历过多场堂上中期与期末考，现在遇到一位发放带回家考试的教授；她最初为此兴奋，结果到交卷当天早上还在重写。

信息指纹 听说能把考试带回家做时的兴奋

C 作者做了自己的小调查；哥大教授 David Eisenbach 偏好堂上考，认为学生借此组成学习小组、能学到更多，还能练就在压力下完成任务的能力。

信息指纹 教授偏好堂上考、学生学得更多

D 该教授还说堂上考更难作弊，并举哈佛 2012 年 125 名学生在带回家考上作弊丑闻佐证；作者承认在卡壳的两天里也曾闪过找人帮忙的念头。

信息指纹 堂上考更难作弊+哈佛带回家考作弊丑闻

E 哈佛丑闻之后，耶鲁前学生事务长 Mary Miller 呼吁本校教授停用带回家考，理由是它会损害学生健康与其他期末作业的表现，并引用研究支持小测/短文等过程性评估更利于学习。

信息指纹 带回家考拖累其他期末作业表现

F 多数教授认为出何种考试取决于学科：量化课不宜带回家，新闻、计算机这类职业型课程更适合带回家做研究；Chris Koch 强调新闻是“懂得如何找出答案”而非死记细节。

信息指纹 考试形式取决于学科性质

G 学生对考试形式的偏好因课程与难度而异；本段集中呈现三位学生 Elizabeth、Francesca、Olivia 各自不同的看法。

信息指纹 学生对考试形式的偏好各不相同

H 学生处理考试的方式取决于个人应试能力：有人拖到最后一刻、自找麻烦；有人因无资料可查而僵住；作者自嘲两类都占。

信息指纹 拖到最后一刻反而把考试搞得更难

I 作者承认年龄因素：信息获取变慢；另一位回炉学生 Kate Marber 说他们不仅在学知识，还在重新学习如何学习，因为离开校园后教育方式已大变。

信息指纹 年长回炉生跟不上教育的变化

J 作者的大学生儿子表示偏好堂上考，因为时间已预留好，不必占用家里的自由时间；作者由此提出折中方案：提前一两天发题、堂上限时完成。

信息指纹 儿子认为带回家考会占用自由时间

K 结尾轶事：Hunter College 一位教授期末考让学生别紧张，结果端上来一块大巧克力蛋糕，给每人一片。

信息指纹 把期末考变成分蛋糕的轶事

SENTENCE INSIGHTS • 句子精讲

17 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。

In fact, I was still rewriting my midterm the morning it was due.

B段，第4句

本句体现了 "主句 + 嵌套时间状语 (内含定语从句)" 的结构，这在四六级和考研阅读中较为常见。省略关系副词 when 的定语从句修饰时间名词是一个典型用法，学生掌握后可以迁移到类似句式 (如 the day we met, the year he graduated)。结构具有一定代表性。

"That way they socialize over history outside the class, which wouldn't happen without the pressure of an in-class exam," he explained, "Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill."

C段，第4句

成分种类丰富：涵盖主谓宾、宾补、同位语、多种状语 (方式、地点、条件)、定语从句中的关系代词作主语。"force sb to do" 结构和 which 指代前句是典型考点。引述结构中直接引语作宾语也值得练习。适合作为划分成分的综合训练材料。

Some colleges have what they call an "honor code," though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so.

D段，第3句

本句覆盖了多种成分:主句的主谓宾、宾语从句的主谓宾补、让步从句的主系表(含并列表语)、条件状语从句的主系表。宾语从句中 "what" 的双重作用、"call" 的宾补结构、"either...or" 并列表语、以及条件状语嵌套在让步从句内部,都是值得练习的典型结构,训练价值较高。

As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn't just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

D段，第4句

非常适合作为成分划分练习。句中含有 "sat blocked and clueless" 的主系表 (或半系动词) 结构,不定式作目的状语, 以及宾语从句内部两个定语从句修饰不同的并列宾语, 考点非常全面且易错。

Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school's professors to refrain from take-home exams.

E段，第1句

简单句 + 同位语 + 分词短语作状语 + 不定式定语，是四六级和考研阅读中常见的句式组合。尤其是同位语插入和分词短语状语的用法非常典型，学生掌握后可在大量真题句中复用这一识别方法。

Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing.

F段，第3句

包含主语、并列谓语、表语、宾语、同位语、多个状语等丰富成分，尤其同位语举例和插入状语的识别有一定练习价值；但成分本身都比较直接，缺少易混淆的难点（如宾补、双宾、复杂定语从句）。

Chris Koch, who teaches "History of Broadcast Journalism" at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details.

F段，第4句

主句带非限制性定语从句和宾语从句的结构在四六级和考研阅读中非常常见，尤其定语从句插在主语和谓语之间的现象是典型考点；宾语从句 points out that 也是高频搭配。本句结构具有很强的代表性和可迁移性。

Then there is the stress factor.

G段，第3句

there be 句型是英语中高频出现的基础句式，常见于各类考试阅读和写作中，掌握后可迁移到大量类似句子，典型性较高。

Francesca Haass, a senior at Middlebury, says, "I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up."

G段，第4句

涵盖了同位语、宾语从句（省略引导词）、状语从句、定语从句、主系表、there be 结构等，是练习成分划分的极佳素材。

Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams.

G段，第5句

句式高度典型。引述动词加省略 that 的宾语从句，是四六级和考研阅读中极其常见的结构。consider 的复合宾语用法也是高频考点。同位语插入、程度状语修饰谓语等都是标准用法。掌握本句结构后，可以直接迁移到大量真题句子中。

And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze.

H段，第3句

句子涵盖了多种成分：主句的 there be 结构（含形式主语性质的 there 和真正主语 those）、定语从句（关系代词作主语）、宾语从句（疑问词 what 作定语修饰主语）、并列的分词短语作状语、不定式短语作定语（to refer to 修饰 resources）。这些成分组合在一起，涉及主从句划分、分词作状语、不定式作定语、关系代词和疑问词的双重身份等多个考点，适合作为成分划分的综合练习句。尤其是定语从句内部嵌套宾语从句，以及分词短语和真正谓语的区分，都是易错点。

As another returning student at Columbia, Kate Marber, told me, "We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school."

I段，第2句

这种“正如某人所说，‘内容’”的引述结构在新闻报道和学术引用中极度常见，是必须掌握的典型句式。

Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, "It is going to be a piece of cake."

K段，第1句

本句成分丰富,涵盖主语、谓语、宾语、宾语补足语、表语、状语(包括时间、目的、伴随状语)等多种核心和附加成分。特别是 "encourage sb to do sth" 的宾补结构、"what" 既作引导词又作宾语的双重身份、以及现在分词短语作状语,都是值得练习的典型用法。对成分划分训练有较高价值。

When the students came in, sharpened pencils in hand, there was not a bluebook in sight.

K段，第2句

虽然时态本身不难，但这句在主干识别和插入成分处理上很有训练意义，且结构常见、可迁移性强，适合作为结构分析练习材料优先学习。

Elderly students find it hard to keep up with the rapid changes in education.

第36题题干

"find it + 形容词 + to do" 是四六级和考研阅读中的高频句式，掌握后可直接迁移到类似结构如 "make it possible to"、"consider it necessary to" 等，代表性强。

Students who put off their work until the last moment often find the exams more difficult than they actually are.

第41题题干

本句涵盖了多种核心成分：主语（含定语从句修饰）、谓语、宾语、宾语补足语（含比较从句修饰）、时间状语、频度状语。特别是宾补结构和定语从句的识别，以及比较从句中的省略现象，都是考试常考且易错的知识点。句子成分丰富且典型，适合作为成分划分的综合练习材料。

Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.

第43题题干

"动词 + 宾语从句" 和 "whether" 引导的名词性从句都是四六级和考研中的高频结构；"depend on" 搭配、分词作后置定语也是典型考点。这种结构在真题中反复出现，掌握后可广泛迁移。

本篇出现的 86 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。

professor B1

n. 教授（大学教师的最高职称）

本篇7次 · 真题 105 句

ultimately B2

adv. 最终;终归

本篇4次 · 真题 23 句

stress B1

n. 压力

本篇3次 · 真题 102 句

author A2

n. 作者

本篇2次 · 真题 244 句

better A1

adj. 更好的（good 的比较级）

本篇2次 · 真题 139 句

type A2

n. 类型

本篇2次 · 真题 97 句

factor B1

n. 因素

本篇2次 · 真题 77 句

material B1

n. 材料

本篇2次 · 真题 69 句

performance B1

n. 表演

本篇2次 · 真题 66 句

pressure B1

n. 心理压力

本篇2次 · 真题 63 句

resource B1

n. 资源

本篇2次 · 真题 54 句

variety B1

n. 多样化

本篇2次 · 真题 47 句

code B1

n. 代码

本篇2次 · 真题 39 句

quickly A2

adv. 快速地

本篇2次 · 真题 38 句

essay B1

n. 短文

本篇2次·真题 35 句

cheating B1

n. 作弊

本篇2次·真题 13 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 466 句

less A1

det. 较少的

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

learning A1

n. 学习

本篇1次·真题 120 句

affect B1

v. 影响

本篇1次·真题 113 句

process B1

n. 过程

本篇1次·真题 108 句

risk A2

n. 风险

本篇1次·真题 108 句

decade B1

n. 十年

本篇1次·真题 99 句

expert B1

n. 专家

本篇1次·真题 89 句

access B1

n. 进入

本篇1次·真题 83 句

issue B1

n. 问题

本篇1次·真题 83 句

community B1

n. 社区

本篇1次·真题 81 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 64 句

due B1

adj. 预期的

本篇1次·真题 62 句

perform B1

v. 执行

本篇1次 · 真题 52 句

available A2

adj. 可获得的

本篇1次 · 真题 48 句

recently A2

adv. 最近

本篇1次 · 真题 48 句

detail B1

n. 细节

本篇1次 · 真题 45 句

figure A2

n. 数字

本篇1次 · 真题 44 句

anxiety B2

n. 焦虑

本篇1次 · 真题 41 句

writing A2

n. 写作

本篇1次 · 真题 40 句

regular B1

adj. 经常的

本篇1次 · 真题 38 句

enhance B2

v. 提高

本篇1次 · 真题 37 句

respond B1

v. 回答, 答复

本篇1次 · 真题 35 句

rare B1

adj. 稀有的

本篇1次 · 真题 33 句

advance B1

v. 前进

本篇1次 · 真题 31 句

appeal B2

v. 呼吁

本篇1次 · 真题 31 句

vary B1

v. 不同

本篇1次 · 真题 31 句

essential B1

adj. 必不可少的

本篇1次 · 真题 30 句

assignment B1

n. (学校的) 作业、任务

本篇1次 · 真题 29 句

being B1

n. 存在

本篇1次·真题 29 句

opinion A2

n. 观点

本篇1次·真题 29 句

handle A2

v. 处理

本篇1次·真题 28 句

senior B1

adj. 级别高的

本篇1次·真题 25 句

former B1

adj. 以前的, 从前的

本篇1次·真题 24 句

largely B2

adv. 主要地

本篇1次·真题 24 句

currently B1

adv. 目前, 当前

本篇1次·真题 23 句

reserve B1

v. 预订

本篇1次·真题 20 句

elderly B2

adj. 年老的

本篇1次·真题 19 句

meanwhile B1

adv. 与此同时

本篇1次·真题 19 句

actual B1

adj. 真实的

本篇1次·真题 18 句

advanced B2

adj. 先进的

本篇1次·真题 18 句

honor B2

n. 荣誉

本篇1次·真题 18 句

numerous B2

adj. 众多的, 许多的

本篇1次·真题 18 句

immediate B2

adj. 立即的, 即刻的

本篇1次·真题 16 句

beneficial B2

adj. 有益的

本篇1次·真题 15 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 15 句

socialize B2

v. 社交

本篇1次 · 真题 15 句

investigation B2

n. 调查; 侦查

本篇1次 · 真题 14 句

fellow B2

n. 家伙

本篇1次 · 真题 13 句

oppose B2

v. 反对

本篇1次 · 真题 13 句

preference B2

n. 偏爱

本篇1次 · 真题 13 句

compromise B2

n. 妥协

本篇1次 · 真题 12 句

ethical B2

adj. 道德的

本篇1次 · 真题 12 句

tackle B2

v. 处理

本篇1次 · 真题 12 句

description B1

n. 描述

本篇1次 · 真题 11 句

discourage B2

v. 使泄气

本篇1次 · 真题 11 句

folk B1

n. 人们

本篇1次 · 真题 11 句

surround B1

v. 围绕

本篇1次 · 真题 11 句

unexpected B1

adj. 意外的

本篇1次 · 真题 11 句

essentially B2

adv. 本质上

本篇1次 · 真题 10 句

furthermore B2

adv. 此外

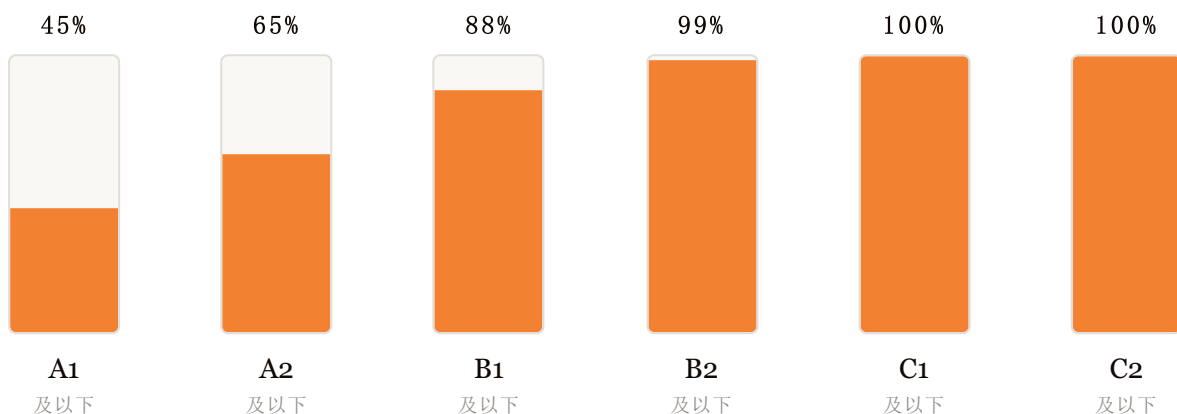
本篇1次 · 真题 10 句

<u>relief</u> B1 n. 宽慰 本篇1次 · 真题 10 句	<u>testing</u> B1 n. 测试 本篇1次 · 真题 10 句
<u>unlikely</u> B1 adj. 不太可能的 本篇1次 · 真题 9 句	<u>engagement</u> B2 n. 约定 本篇1次 · 真题 8 句
<u>faculty</u> B2 n. (大学的) 系, 院 本篇1次 · 真题 8 句	<u>inability</u> B2 n. 无能力;不能 本篇1次 · 真题 8 句
<u>stressful</u> B1 adj. 压力大的 本篇1次 · 真题 8 句	<u>verbal</u> B2 adj. 口头的 本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 359 词按 CEFR 难度累积覆盖

全文去重后共 **359** 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 5 个 · 约 1%。



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 359 个 · 末柱为 100%

去重总词数

359

B2 以上难词

1%

B1 及以下覆盖

88%



英语四级 2017年12月·第1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 →