

2019年6月·第3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2019年6月·第3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 15 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3套(2019-06) · 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**.

Make Stuff, Fail, And Learn While You're At It

- A) We've always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.

我们一直是一个动手实践、自己动手的国家。美国开国元勋之一本杰明·富兰克林不仅发明了避雷针，他的创造还包括眼镜、创新型炉灶等等。

- B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

富兰克林在很大程度上是自学成才的，他可能是个天才，但在美国人的创造和创造力方面，他并不是真正的例外。

- C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, which was founded in a garage in Menlo Park, California, in the mid-1970s. Members — including guys named Jobs and Wozniak — started making and inventing things they couldn't buy.

个人计算机革命和硅谷的颠覆性创新哲学，在一定程度上源于Homebrew Computer Club的创造，该俱乐部于1970年代中期成立于加利福尼亚州门洛帕克的一个车库里。成员们——包括名叫Jobs和Wozniak的家伙——开始制造和发明他们买不到的东西。

- D) So it's no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense

labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

因此，今天的创客运动在美国各地的社区和一些学校蓬勃发展也就不足为奇了。创客活动面向普通人，他们不依附于大公司、大型国防实验室或研究型大学。正如我们最近指出的那样，创客哲学呼应了 John Dewey、Montessori，甚至古希腊哲学家所倡导的古老理念。

- E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you're learning to do.

这些创客空间通常在教室之外，发挥着重要的教育功能。创客运动正在重新发现做中学，这是Dewey一百年前提出的说法。我们正在重新发现Dewey和Montessori以及他们开创的许多已被遗忘或至少被搁置的实践。创客空间是一个可以设在学校里的地方，但它看起来不像教室。它可以在图书馆里，可以在社区里。它有工具和材料。这是一个让你根据自己的兴趣和你正在学习做的事情来制作东西的地方。

- F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American Context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

尽管做中学的理念源自Dewey和Montessori、柏拉图和亚里士多德这些古老的概念，以及在美国语境下Ralph Emerson关于经验和自力更生价值的观点，但这些理念一直难以成为教育主流。这不一定是—种高效的学习方式。从某种意义上说，我们通过试错来学习。从经验中学习需要时间和耐心。它非常个性化。如果你的目标是采用标准化的学习方法，让每个人在同一时间以同样的方式学习同样的东西，那么做中学就不再适合这种模式了。这不是教科书的世界，也不是测试的世界。

- G) Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

做中学可能不高效，但很有效。项目式学习在教师和管理者中越来越受欢迎。然而，项目式学习不是创客。尽管两者有联系，但也有区别。区别在于项目在某种意义上是由学生定义和开发的，还是由教师布置的。我们让所有孩子建造一艘小船。我们都要学习X、Y和Z。这往往是项目式学习的一种形式。

- H) I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone—and begin to develop it, repeat it and improve it. Then, realize that idea somehow.

That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.

我真的相信创客的核心理念是在你的头脑中有一个想法——或者你只是从别人那里借用它——然后开始发展它、重复它并改进它。然后，以某种方式实现这个想法。你制作的东西对你有价值，你可以与他人分享。我感兴趣的是这些东西如何表达那个人、他们的想法以及他们与世界的互动。

- I) In some ways, a lot of forms of making in school trivialize(使变得无足轻重) making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

在某些方面，学校中许多形式的制作活动使制作变得无足轻重。你制作的东西对你没有价值。一旦你完成了教科书中任何概念的演示，你就会扔掉通条刷、吸管、硬纸板管。

- J) Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It's to let them be in control and to drive the car.

制作应该由学生指导和主导，否则就很无聊。它没有学生的动力。我并不是说学生不应该学习概念或技能。他们应该学。但要真正利用他们的动力，就要建立在他们的兴趣之上。要让他们掌控并驾驶汽车。

- K) Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

教师应该致力于为学生建立一个支持性的、有创造力的环境来做这项工作。一个非常社会化的环境，让他们相互学习。当他们遇到问题时，不一定是教师进来解决。他们负责解决这个问题。可能他们必须与班上的其他学生交谈以获得答案。

- L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at. Are they engaged? Are they developing and repeating their project? Are they stumbling(受挫)? Do they need something that they don't have? Can you help them be aware of where they are?

教师的角色更像是教练或观察者。有时候，对人们来说，这听起来像是教师的角色被削弱了。我认为这是一个加强的角色。你在创造这个环境，就像一个创客空间。你有20个孩子在做不同的事情。你在观察他们，实际上你在看的是人类行为。他们参与了吗？他们在开发和重复他们的项目吗？他们遇到挫折了吗？他们需要什么他们没有的东西吗？你能帮助他们意识到他们在哪里吗？

- M) My belief is that the goal of making is not to get every kid to be hands-on, but it enables us to be good learners. It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able,

over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

我的信念是，创客的目标不是让每个孩子都动手实践，而是让我们成为好的学习者。有价值的不是知识，而是学习新事物和理解事物如何运作的实践。这些是你正在发展的过程，这样你就能够随着时间的推移，解决更有趣的问题、更具挑战性的问题——需要许多人而不是一个人、需要许多技能而不是一种技能的问题。

- N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, "This is science, over here is history," I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

如果教师保持形式自由和学生主导，它仍然可以与课程和教育计划联系起来。我认为创客空间更像是一个图书馆，那里有多个学科和多种你可以学习的东西。学校似乎缺少的是这些学科如何整合，它们如何以任何有意义的方式结合在一起。我看到学校不是说“这是科学，那边是历史”，而是采用项目的理念，并研究：他们如何支持儿童进行更高层次的学习？

- O) I feel like this is a shift away from a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

我觉得这是从以学科为基础的课程向更具体验性的课程或学习的转变。它仍处于早期阶段，但我认为它正在改变的不是孩子们学什么，而是他们如何学习。

陈述句与逐句解析

36. A maker space is where people make things according to their personal interests.

创客空间是人们根据个人兴趣制作物品的地方。

【答案】 E 段 (强锚点)

【锚点】 创客空间+按个人兴趣做东西

【定位】 It's a place where you get to make things based on your interest and on what you're learning to do.

这是一个让你按自己的兴趣、按你正在学着做的事情去做东西的地方。

【改写】 A maker space is where people make things ↔

A maker space is a place ... It's a place where you get to make things

where 引导的地点定语从句 = 原文 a place where 的同句拆分

according to their personal interests ↔ **based on your interest**

according to ↔ based on 的近义替换

【辨邻】 J 段 to really harness their motivation is to build upon their interest 确实提“兴趣”，但全段在论证 Making should be student-directed and student-led，对应的是 41 题“学生掌控”，并未给“创客空间”下定义。

to really harness their motivation is to build upon their interest

37. The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.

教师的角色在创客空间中得到增强，因为他们必须在过程中进行监督和引导。

【答案】 L 段（强锚点）

【锚点】 教师角色被增强+全程监督促进

【定位】 Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at.
对一些人来说，这听起来像是教师的角色被弱化了。我认为这其实是被强化了。你在营造这种环境，就像创客空间一样。你面前有 20 个孩子在做不同的事。你在观察他们，真正在看的其实是人的行为。

【改写】 The teachers' role is enhanced ↔ **it's a heightened role**
enhanced ↔ heightened 同义形容词

they have to monitor and facilitate during the process ↔

You are watching them and really it's the human behaviors you're looking at
watching/looking at = monitor 的动作同义

【辨邻】 K 段 Teachers should aim to build a supportive, creative environment 确实在谈教师作用，但全段未对教师角色作“被增强”的总判断，缺失题干 enhanced 这层定性，因而不是源头段。

Teachers should aim to build a supportive, creative environment for students to do this work

38. Coming up with an idea of one's own or improving one from others is key to the concept of making.

提出自己的想法或改进他人的想法是创造概念的关键。

【答案】 H 段（强锚点）

【锚点】 自己想点子或改进他人点子=做的关键

【定位】 I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone—and begin to develop it, repeat it and improve it.

我真心认为，做的核心理念就是脑子里先有一个想法，或者你只是借自别人，然后开始发展它、迭代它、改进它。

【改写】 Coming up with an idea of one's own ↔ **have an idea within your head**

Come up with = have an idea 的同义

improving one from others ↔ **borrow it from someone ... develop it, repeat it and improve it**

借自他人+改进=两个动作的合并改写

key to the concept of making ↔ **the core idea of making**

key = core 的同义形容/名词替换

【辨邻】 **M** M 段 the goal of making is not to get every kid to be hands-on 是对“目标”的判断，与题干关心的“想法从哪来 + 怎么改进”不同，应排除。

the goal of making is not to get every kid to be hands-on, but it enables us to be good learners

39. Contrary to structured learning, learning by doing is highly individualized.

与结构化学习相反,做中学是高度个性化的。

【答案】 **F** 段 (强锚点)

【锚点】 做中学=高度个性化 (对照结构化学习)

【定位】 It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore.

它是高度个性化的。如果你的目标是有一套标准化的学习方式，让每个人在同样的时间用同样的方式学同样的东西，那么做中学就不再符合这种模式了。

【改写】 learning by doing is highly individualized ↔ **learning by doing ... It's very individualized**

learning by doing 原样复现 + individualized 同根

Contrary to structured learning ↔

standardized approaches to learning, where everybody learns the same thing at the same time in the same way

structured ↔ standardized 同义并以场景图解释

【辨邻】 **G** G 段 Learning by doing may not be efficient, but it is effective 谈的是效率与有效，与题干的 highly individualized 关注点不同。

Learning by doing may not be efficient, but it is effective

40. America is a nation known for the idea of making things by oneself.

美国是一个以自己动手制作物品理念而闻名的国家。

【答案】 **A** 段 (强锚点)

【锚点】 美国以自己动手著称

【定位】 We've always been a hands-on, do-it-yourself kind of nation.

我们一直是一个亲力亲为、自己动手的国家。

【改写】 America is a nation ↔ **a hands-on, do-it-yourself kind of nation**

America = We (开篇 We 的指称)

known for the idea of making things by oneself ↔ **hands-on, do-it-yourself**

do-it-yourself 字面=making things by oneself

【辨邻】 **B** B 段 Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity 中心是富兰克林，国家性格只是背景词，题干要的“国家以……著称”的总判断不在此处。

he wasn't really an exception when it comes to American making and creativity

41. Making will be boring unless students are able to take charge.

除非学生能够自主掌控,否则创造活动将会变得无趣。

【答案】 **J** 段 (强锚点)

【锚点】 学生不掌控就无聊

【定位】 Making should be student-directed and student-led, otherwise it's boring.

做应该由学生主导、由学生带头，否则就会很无聊。

【改写】 Making will be boring ↔ **otherwise it's boring**

boring 原样复现

unless students are able to take charge ↔

Making should be student-directed and student-led ... to drive the car

take charge = student-directed/drive the car 的同义

【辨邻】 **K** K 段 When they have a problem, it isn't the teacher necessarily coming in to solve it 谈的是学生自己解决问题，并未陈述“不让学生掌控就无聊”这一因果。

When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem

42. Making can be related to a project, but it is created and carried out by students themselves.

创造可以与项目相关,但它是由学生自己创建和实施的。

【答案】 **G** 段 (强锚点)

【锚点】 做与项目的关系：由学生自创自做

【定位】 The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher.

区别在于：这个项目在某种意义上是由学生界定与发展，还是由老师布置。

【改写】 Making can be related to a project ↔ **Although there is a connection**

be related to = there is a connection 的同义

created and carried out by students themselves ↔ **defined and developed by the student**

created/carried out = defined/developed 的同义改写

【辨邻】 **H** H 段 to have an idea within your head 是说“想法在脑子里”，全段未提及 project 或 project-based learning，缺题干的 project 锚点。

I really believe the core idea of making is to have an idea within your head

43. The author suggests incorporating the idea of a maker space into a school curriculum.

作者建议将创客空间的理念纳入学校课程。

【答案】 **N** 段（强锚点）

【锚点】 把创客空间纳入学校课程

【定位】 If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan.

如果教师让它保持开放、由学生主导，它仍然可以与课程和教学计划挂钩。

【改写】 incorporating the idea of a maker space into a school curriculum ↔

it can still be tied to a curriculum and an educational plan

incorporate into = be tied to 的同义

the idea of a maker space ↔ **a maker space is more like a library**

the idea of X = X 本身在文中的论题

【辨邻】 **E** E 段 A maker space is a place which can be in a school, but it doesn't look like a classroom 只谈空间可以在学校里、外观不像课堂，未谈把它纳入 curriculum，应排除。

A maker space is a place which can be in a school, but it doesn't look like a classroom

44. The maker concept is a modern version of some ancient philosophical ideas.

创客概念是某些古代哲学思想的现代版本。

【答案】 **D** 段（强锚点）

【锚点】 创客=某些古代哲学思想的现代版

【定位】 The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

创客哲学呼应了由约翰·杜威、蒙特梭利乃至古希腊哲人所主张的古老思想，正如我们最近指出的那样。

【改写】 The maker concept is a modern version of some ancient philosophical ideas ↔

The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers

a modern version of = echoes old ideas 的同义

The maker concept ↔ **The maker philosophy**

concept = philosophy 在此语境的同义

【辨邻】 **F** F 段 Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle 借古人是为论证“难成主流”，并非作“现代版 of 古思想”的总判断，应排除。

Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle

45. Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

当学生被要求根据教科书制作对他们毫无意义的东西时,创造在学校里不会被认真对待。

【答案】 **I** 段 (强锚点)

【锚点】 学校照课本让学生做无意义之物=不被重视

【定位】 In some ways, a lot of forms of making in school trivialize making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

在某种意义上，学校里许多做东西的形式把“做”变得无足轻重。你做出来的东西对你毫无价值。一旦你演示完课本里的某个概念，你就把通条、吸管、纸筒都扔了。

【改写】 Making is not taken seriously in school ↔ **a lot of forms of making in school trivialize**
not taken seriously = trivialize 的同义

make something meaningless to them ↔ **The thing that you make has no value to you**
meaningless to them = has no value to you

based on textbooks ↔ **demonstrating whatever concept was in the textbook**

based on textbooks = 演示课本概念

【辨邻】 **G** G 段 project-based learning is not making 是把两者拆开，并未说“学校的做对学生没有价值/不被重视”，缺题干的负面定性。

project-based learning is not making

PARAGRAPH MAP • 段落主旨图

15 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 用美国开国元勋富兰克林作为引子，说明美国一向是动手实干、亲力亲为（DIY）的国家：富兰克林不仅发明了避雷针，还有眼镜、新式火炉等多项创造。

信息指纹 富兰克林与避雷针、眼镜、火炉

- B 承接 A 段补充：富兰克林虽然主要靠自学、堪称天才，但在美国式的动手与创造传统里他并非个例。

信息指纹 富兰克林并非美国创造传统中的例外

- C 讲硅谷的个人电脑革命与颠覆性创新哲学，部分源于 1970 年代中期在加州门洛帕克车库里成立的 Homebrew 计算机俱乐部，乔布斯、沃兹尼亚克都是其中成员，他们做自己买不到的东西。

信息指纹 Homebrew 俱乐部与乔布斯、沃兹尼亚克

- D 今天的创客运动（Maker Movement）在社区和部分学校中蓬勃发展，普通人也可参与；它呼应了杜威、蒙特梭利乃至古希腊哲人的老观念。

信息指纹 创客哲学与古希腊哲人、杜威、蒙特梭利的呼应

- E 定义和描述创客空间：常在教室之外、承担教育功能；它可以在学校、图书馆或社区，配有工具和材料，是一个让人按自己兴趣、按正在学的东西去做事的地方。

信息指纹 创客空间的物理形态与基于兴趣去做

- F “做中学”虽出自杜威、蒙特梭利、柏拉图、亚里士多德及爱默生这些古老思想，却始终难以进入主流教育：它不一定高效，靠试错、需耐心、高度个性化，与标准化考试、教科书世界格格不入。

信息指纹 做中学难成主流：低效、试错、高度个性化

- G 做中学未必高效但有效；项目式学习虽流行，却不等于创客——区别在于项目是由学生自己界定与发展，还是由老师统一布置。

信息指纹 项目式学习不等于创客：谁来界定项目

- H 作者阐述创客的核心理念：先在脑中有一个想法（或借自他人），不断打磨、迭代、改进，最后把它实现出来；做出来的东西对自己有价值，并能与他人分享。

信息指纹 创客核心：有想法—迭代—实现—分享

I 学校里许多“做东西”的形式其实把创客做没了：做出来的东西对学生本人毫无价值，演示完课本概念后通条、吸管、纸筒就被扔掉。

信息指纹 学校做手工把创客变得无足轻重

J 创客必须由学生自己主导、自己带头，否则就会变得无聊、缺乏动机；不是说不学概念和技能，而是要在他们的兴趣之上点燃动机，让他们自己掌舵。

信息指纹 学生主导才不无聊：让他们掌舵

K 教师要为学生营造一个支持性、富有创造力且高度社交化的环境：遇到问题时不是老师上来解决，而是学生自己摸索、互相求助。

信息指纹 支持性、社交化环境：学生互助而非老师代劳

L 教师的角色更像教练或观察者：看似被弱化，其实是被增强——要营造像创客空间这样的环境，观察 20 个孩子的人类行为：他们投入了吗？在迭代项目吗？受挫了吗？需要什么？

信息指纹 教师角色被增强：教练、观察者、营造环境

M 创客的目标并非让每个孩子都去动手，而是让我们成为优秀的学习者；可贵的不是知识本身，而是学习新事物、理解事物运作的实践，由此长期累积、能去处理更有趣、更具挑战、需要多人多技能的问题。

信息指纹 创客真正目标：练就学习的能力

N 只要老师保持开放、由学生主导，创客空间仍能与课程和教学计划挂钩；它更像图书馆，多学科多内容，关键是回应学校里缺失的“学科如何整合”这一问题。

信息指纹 创客空间挂进课程：像图书馆，跨学科整合

O 总结性观察：这是一种从以学科为本的课程向更具体验性的课程或学习方式的转向，仍在早期，但改变的是孩子们“如何学”而不是“学什么”。

信息指纹 从学科课程转向体验式学习

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。

Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

B段，第1句

本句涵盖主谓表结构（两个主句和一个定语从句）、非限制性定语从句（用逗号隔开、关系代词在从句中作主语）、状语从句（固定表达 "when it comes to"）、情态动词+完成式、并列连词连接主句等多种成分和结构。对学生练习识别插入成分、区分主句与从句、定位关系代词的句内成分、理解情态与完成体的组合都有较好的训练价值。唯一不足是缺少宾语、宾补等其他核心成分，但整体成分种类较丰富。

The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

D段，第3句

主句带后置定语修饰宾语、句末附加状语从句的结构在考试阅读中较常见，具有一定代表性。但不是高频难点句式（如强调句、倒装句、复杂定语从句），典型性中等偏上。

It's a place where you get to make things based on your interest and on what you're learning to do.

E段，第8句

成分丰富：主句含主系表和定语，定语从句含主谓宾及后置定语（过去分词短语修饰宾语），宾语从句中关系代词 what 同时作引导词和宾语；覆盖多种成分且有易错点（如 get to make 作谓语、based 作定语、what 双重作用），适合练习成分划分。

If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore.

F段，第6句

这是考试中高频出现的典型结构：条件状语从句加主句的假设推理句式，以及定语从句对抽象名词的补充说明。动名词短语作主语、不定式短语作表语、非限制性定语从句的使用，都是四六级和考研英语阅读中的常见句式。掌握本句的分析方法，可以直接迁移到大量类似结构的句子。

Learning by doing may not be efficient, but it is effective.

G段, 第1句

转折并列句是四六级和考研阅读中的高频句式,情态动词表推测和系表结构也是常考语法点,本句结构简洁但典型,掌握后可迁移到大量类似句子

Making should be student-directed and student-led, otherwise it's boring.

J段, 第1句

本句覆盖了动名词作主语、情态动词加系动词构成谓语、并列表语、条件状语从句等多种成分类型。动名词作主语和并列表语是常见易错点。此外, "otherwise" 引导的从句在成分归属上需要准确判断。整体具有一定训练价值, 但缺少定语从句、宾语从句等更复杂的成分类型。

When they have a problem, it isn't the teacher necessarily coming in to solve it.

K段, 第3句

本句包含"when"引导的时间状语从句修饰主句,是四六级和考研阅读中非常常见的句式。主句的主系表结构配合现在分词短语作定语,也是典型的书面表达方式,学习后可大量复用于理解同类句子。

It's not the knowledge that is valuable; it's the practice of learning new things and understanding how things work.

M段, 第2句

本句采用的"It's not X; it's Y"对比句式在四六级和考研阅读中高频出现, 用于强调观点对比。定语从句修饰名词、宾语从句作动词宾语都是常考句式。整体结构具有较强的代表性, 掌握后可迁移应用于大量类似的对比论证句式。

These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

M段, 第3句

定语从句修饰名词、so that 引导目的状语从句、破折号引出同位语,这些都是四六级和考研阅读中的高频句式。句子展现了典型的复杂句层级结构和常见连接手段,掌握后可广泛迁移至其他长难句分析。

It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

0段，第2句

本句成分类型丰富且含多个易错点：主系表结构、及物动词带宾语从句、不及物动词与副词搭配、疑问词在从句中充当不同成分（what 作宾语、how 作状语）、not...but... 连接两个从句共同作宾语。这些组合覆盖了主谓宾、主系表、宾语从句、状语等核心成分，且疑问词从句的成分判定是常见难点，训练价值较高。

Coming up with an idea of one's own or improving one from others is key to the concept of making.

第38题题干

动名词短语作主语 + 系表结构是四六级和考研阅读中的高频句式，尤其在说明性和议论性文本中常见。掌握此句式后可迁移到大量类似句子，典型性较高。

America is a nation known for the idea of making things by oneself.

第40题题干

主系表结构配合后置定语是四六级和考研阅读中极为常见的句式。过去分词短语作后置定语、动名词作介词宾语都是高频考点，掌握本句的分析方法可以直接迁移到大量类似结构的句子中，具有较高的学习迁移价值。

Making will be boring unless students are able to take charge.

第41题题干

主句加条件状语从句是英语考试中的高频结构，unless引导的条件句也是常考句型。动名词作主语虽不如名词性从句常见，但在四六级和考研阅读中出现频率也较高，具有较好的代表性和迁移价值。

Making can be related to a project, but it is created and carried out by students themselves.

第42题题干

并列句是四六级和考研中的常见句式，转折关系用 "but" 连接也是高频考点。情态动词加被动语态在考试中经常出现，动名词作主语也较为典型。但本句结构相对简单，无从句嵌套或复杂修饰，与考试中常见的长难句相比代表性稍弱。掌握本句结构后可以迁移到类似的并列句和被动语态句型。

本篇出现的 93 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11次 · 真题 120 句

maker A2

n. 制造者

本篇11次 · 真题 22 句

making A2

n. 制作

本篇8次 · 真题 11 句

concept B2

n. 概念

本篇5次 · 真题 38 句

project A2

n. 项目

本篇4次 · 真题 90 句

curriculum B2

n. 课程

本篇4次 · 真题 25 句

textbook A2

n. 教科书

本篇3次 · 真题 52 句

process B1

n. 过程

本篇2次 · 真题 108 句

base A2

n. 基础

本篇2次 · 真题 95 句

community B1

n. 社区

本篇2次 · 真题 81 句

nation B1

n. 国家

本篇2次 · 真题 51 句

shift B1

v. 移动

本篇2次 · 真题 49 句

educational B1

adj. 教育的

本篇2次 · 真题 45 句

movement B1

n. 移动

本篇2次 · 真题 28 句

valuable B1

adj. 贵重的

本篇2次·真题 28 句

necessarily B2

adv. 必然地

本篇2次·真题 27 句

multiple B2

adj. 多个的

本篇2次·真题 21 句

motivation B2

n. 动力

本篇2次·真题 19 句

efficient B2

adj. 效率高的

本篇2次·真题 15 句

creation B2

n. 创造

本篇2次·真题 12 句

philosophy B2

n. 哲学

本篇2次·真题 9 句

author A2

n. 作者

本篇1次·真题 244 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 137 句

support A2

v. 支持

本篇1次·真题 118 句

behavior B1

n. 行为

本篇1次·真题 92 句

according B1

prep. 根据

本篇1次·真题 88 句

least A2

det. 最少的

本篇1次·真题 84 句

material B1

n. 材料

本篇1次·真题 69 句

effective B1

adj. 有效的, 起作用的

本篇1次·真题 63 句

connection B1

n. 联系

本篇1次·真题 61 句

enable B1

v. 使能够

本篇1次·真题 58 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 58 句

creative B1

adj. 有创造力的

本篇1次·真题 55 句

struggle B1

v. 奋斗

本篇1次·真题 54 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 50 句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次·真题 50 句

realize B1

v. 意识到, 认识到

本篇1次·真题 50 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

function B1

n. 功能

本篇1次·真题 46 句

charge B1

v. 收费

本篇1次·真题 42 句

belief B1

n. 相信

本篇1次·真题 41 句

despite B1

prep. 尽管

本篇1次·真题 40 句

interaction B2

n. 相互作用

本篇1次·真题 40 句

interested A1

adj. 感兴趣的

本篇1次·真题 40 句

aim B1

v. 瞄准

本篇1次·真题 38 句

enhance

B2

v. 提高

本篇1次·真题 37 句

creativity

B2

n. 创造力

本篇1次·真题 34 句

aware

A2

adj. 知道的

本篇1次·真题 30 句

stage

A2

n. 阶段

本篇1次·真题 30 句

highly

B1

adv. 非常

本篇1次·真题 28 句

related

B1

adj. 相关的

本篇1次·真题 28 句

innovative

B2

adj. 创新的

本篇1次·真题 26 句

responsible

B1

adj. 负责的

本篇1次·真题 25 句

define

B1

v. 给.....下定义

本篇1次·真题 24 句

largely

B2

adv. 主要地

本篇1次·真题 24 句

meaningful

B2

adj. 有意义的

本篇1次·真题 24 句

stuff

A2

n. 东西

本篇1次·真题 22 句

ordinary

B1

adj. 普通的

本篇1次·真题 21 句

advocate

B2

v. 拥护

本篇1次·真题 20 句

assign

B1

v. 分配 (任务、工作)

本篇1次·真题 20 句

seriously

B1

adv. 严肃地

本篇1次·真题 19 句

error A2

n. 错误

本篇1次·真题 18 句

popularity B2

n. 受欢迎

本篇1次·真题 18 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 17 句

valley A2

n. 山谷

本篇1次·真题 17 句

challenging B2

adj. 有挑战性的

本篇1次·真题 16 句

demonstrate B2

v. 证明

本篇1次·真题 16 句

missing A2

adj. 找不到的

本篇1次·真题 16 句

learner A2

n. 学习者

本篇1次·真题 15 句

silicon B2

n. 硅 (化学元素)

本篇1次·真题 14 句

defense B1

n. 防御

本篇1次·真题 13 句

expression B1

n. 表达

本篇1次·真题 13 句

facilitate C1

v. 促进

本篇1次·真题 13 句

guy A2

n. 男人

本篇1次·真题 13 句

thrive B2

v. 茁壮成长

本篇1次·真题 13 句

found A1

v. find 的过去式和过去分词

本篇1次·真题 12 句

tackle B2

v. 处理

本篇1次·真题 12 句

lightning A2

n. 闪电

本篇1次·真题 11 句

otherwise B2

adv. 否则, 不然

本篇1次·真题 11 句

trial B2

n. 审判, 审讯

本篇1次·真题 11 句

contrary B2

adj. 相反的

本篇1次·真题 10 句

philosopher B2

n. 哲学家

本篇1次·真题 10 句

testing B1

n. 测试

本篇1次·真题 10 句

version B1

n. 版本

本篇1次·真题 10 句

distinction B2

n. 区别

本篇1次·真题 9 句

genius B2

n. 天才

本篇1次·真题 9 句

integrate C1

v. 使融入

本篇1次·真题 9 句

revolution B2

n. 革命

本篇1次·真题 9 句

administrator B2

n. 管理者

本篇1次·真题 8 句

anymore A2

adv. (不) 再

本篇1次·真题 8 句

patience B1

n. 耐心

本篇1次·真题 8 句

phrase B1

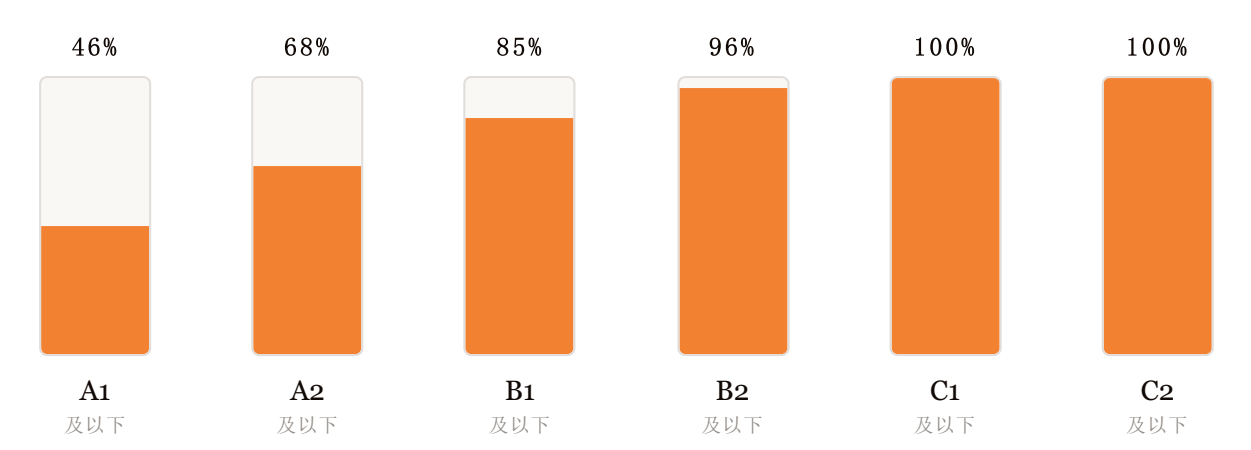
n. 短语

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 320 词按 CEFR 难度累积覆盖

全文去重后共 **320** 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 12 个·约 4%。



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 320 个·末柱为 100%

去重总词数

320

B2 以上难词

4%

B1 及以下覆盖

85%

英语四级 2019年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2019年6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）	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 →