

2020年9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2020年9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 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2套(2020-09)·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**.

Why Are Asian Americans Missing From Our Textbooks?

A) I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that "San Francisco" translated to "Gold Mountain" in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I'd have the chance to learn about them.

我依然记得我四年级时的社会研究项目。我们班正在学习淘金热,这是所有加利福尼亚州四年级学生都会学习的内容。我很兴奋,因为我申请研究那个时代的中国移民。我在旧金山湾区长大,一直都知道"San Francisco"在中文里翻译为"金山"。自从中国移民在19世纪50年代抵达北加利福尼亚海岸、渴望在金矿碰碰运气以来,这个名字就一直沿用至今。现在我终于有机会了解他们了。

B) My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian's hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown. That was it.

我的兴奋很快消退了。我记得和班级一起去图书馆并寻求帮助。我记得图书管理员的犹豫。她最后带着我穿过一排又一排的书架,来到图书馆的一个角落,从书架上抽出一本大开本的书。她查看了索引,翻到关于加利福尼亚早期中国移民的一页。这就是我整个学校图书馆的全部相关资料——而这所学校位于旧金山,美国第一个唐人街的所在地。就这些了。

- C) I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren't the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?

我终于有机会了解像我这样的亚裔美国人,以及我们如何成为美国社会组成部分,那是在我上大学时选修了一门亚裔美国史入门课程。这门课令我大开眼界。我意识到在成长过程中我的教科书遗漏了多少内容。我的身份认同是在多年从未阅读、看到、听到或学习过与我有相似背景的人的经历中形成的。我想知道,为什么亚裔美国人的故事、历史和贡献没有在K-12学校教授,尤其是在小学?为什么它们至今仍未被教授?

- D) Our students—Asian, Latino, African American, Native American, and, yes, white—stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.

我们的学生——亚裔、拉丁裔、非洲裔美国人、美洲原住民,以及没错,白人学生——都能从多元文化课程中受益。有色人种学生在课程中看到自己时,参与度更高,成绩也更好。研究还发现,白人学生通过接受挑战和接触新视角也能受益。

- E) For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced. Most students don't, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don't hear the narratives of how and why Southeast Asian refugees(难民) had to rebuild their lives here.

几十年来,活动人士一直呼吁学校提供反种族主义或多元文化课程。然而,传统的美国K-12课程仍然从欧洲中心主义视角进行教授。多元文化往往退化为将有色人种儿童编入照片中,或创造几个恰好是少数族裔的配角人物——这是一种改进,但仍然流于表面。小学教室庆祝文化节日——农历新年!红包!舞狮!——但它们很快就掩饰了亚裔美国人面临的挑战和不公。例如,大多数学生没有了解到多年来禁止亚洲人移民美国的法律。他们没有听到关于东南亚难民如何以及为何必须在这里重建生活的叙述。

- F) Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California's history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.

对学生在学校学习内容的研究发现,他们的学习中遗漏了多少东西。在一项分析中,加州州立大学蒙特雷湾分校专业研究学院教授Christine Sleeter审查了加利福尼亚的历史和社会研究框架,这是由州教育工

作者确定的、影响K-12课堂教学内容的课程。在推荐学习的近100名美国人中,77%是白人,18%是非裔美国人,4%是美洲原住民,1%是拉丁裔。没有一个是亚裔美国人。

- G) Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. "There hasn't been much progress," says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in stereotypical(模式化的) roles, such as engineers.

更糟糕的是,当亚裔美国人确实出现在课本中时,往往充满问题。"没有取得多少进展,"大都会州立大学助理教授Nicholas Hartlep说。他2016年对K-12社会研究教科书和教师手册的研究发现,亚裔美国人往好了说是代表性不足,往坏了说是遭受种族主义式的拙劣模仿。亚裔美国人的广泛多样性被忽视了;例如,很少提及南亚裔或太平洋岛民。而且很可能,在图像中,亚裔美国人以模式化的角色出现,比如工程师。

- H) Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

具有多元文化背景或培训的教师或许可以克服这些课程挑战,但这样的教师少之又少。在加利福尼亚,65%的K-12教师是白人,而学生群体中75%是有色人种学生。在全国范围内,这一差距甚至更大。教师与学生拥有相同的种族或族裔背景并非必要条件,但这种不平衡带来了挑战,从潜在的无意识偏见到在讨论种族和文化时缺乏知识或感到不自在。

- I) How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it's not so much about the teacher's background, but about training. "You can have a great curriculum but if you don't have teachers dedicated(专注于) to teaching it well," she says, "it won't work as well as you want it to."

旧金山州立大学亚裔美国研究教授Allyson Tintiangco-Cubales说,种族和族裔如何被教授至关重要。她补充说,这不太关乎教师的背景,而是关乎培训。"你可以有很好的课程,但如果你没有专注于把它教好的教师,"她说,"它就不会像你期望的那样有效。"

- J) Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California. His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages. Wong, a middle school teacher during the school year, hopes he's exposing the students to

how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area. "I planted the seeds early," he says. "That's what I'm hoping for."

一些教师正在寻找方法让学生接触亚裔美国人议题——如果不是在上课时间,那就在课外。今年夏天,Wilson Wong将在加利福尼亚州奥克兰一个致力于中国文化和华裔美国人社区的日间夏令营中带领一个即将升入五年级的班级。例如,他的学生将了解中国移民如何在加利福尼亚修建铁路,甚至有机会亲自"体验"它:他们将互相竞赛在操场上建造一个铁路模型,一些学生被迫以更长时间、更快速度和更低工资"工作"。Wong在学年期间是一名中学教师,他希望能让学生了解华裔美国人如何为美国做出贡献,这是他在旧金山湾区长大时作为学生没有获得的东西。"我早早地播下了种子,"他说。"这就是我所期望的。"

K) And, despite setbacks, the tide may finally be turning. California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at their high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.

而且,尽管遭遇挫折,局面可能终于要扭转了。加利福尼亚州立法者去年通过了一项法案,将在所有公立高中引入族裔研究。包括旧金山和洛杉矶在内的一些学区已经在其高中开设了族裔研究课程。波特兰、芝加哥和其他地方的高中要么已经实施,要么即将引入族裔研究课程。而且,随着越来越多的高中开始教授它,这扇门可能会为初中、也许不可避免地小学打开一道缝,以纳入一个真正更加多元文化的课程。这样做将向国家最年轻的公民传递一个重要信息:无论你的种族或族裔如何,你都很重要。你的历史很重要。你的故事很重要。

陈述句与逐句解析

36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school classrooms.

虽然文化节日得到庆祝,但亚裔美国人所经历的不公正待遇并未在小学课堂上被揭示。

【答案】 E 段 (强锚点)

【锚点】 庆节日却避不公

【定位】 Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced.

小学课堂会庆祝各种文化节日——春节! 红包! 舞狮! ——但他们很快就掩饰过了亚裔美国人所面对的种种挑战和不公。

【改写】 cultural holidays are celebrated ↔ **Elementary school classrooms celebrate cultural holidays**
被动主动同形替换

injustices experienced by Asian Americans are not exposed ↔

quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced
「不揭示」=「掩饰」

elementary school classrooms ↔ **Elementary school classrooms**
限定场所原词复现

37. Little information can be found about Chinese immigrants in the author's school library.

在作者就读的学校图书馆里几乎找不到关于中国移民的信息。

【答案】 **B** 段（强锚点）

【锚点】 学校图书馆资料少

【定位】 That was all there was in my entire school library in San Francisco, home of the nation's first Chinatown.

在我那个位于旧金山、全美第一个唐人街所在地的整所学校图书馆里，就只有那么一页。

【改写】 Little information can be found about Chinese immigrants ↔

a page about early Chinese immigrants

数量上位：一页=很少

in the author's school library ↔ **my entire school library**

人称转换同指

38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.

一位中学教师正在努力帮助学生了解中国移民对美国做出的贡献。

【答案】 **J** 段（强锚点）

【锚点】 中学教师助学华人贡献

【定位】 Wong, a middle school teacher during the school year, hopes he's exposing the students to how Chinese Americans contributed to the U.S., something that he didn't get as a student growing up in the San Francisco Bay Area.

Wong在学年期间是一位初中老师，他希望通过这种方式让学生看到华人对美国的贡献，这正是他自己在旧金山湾区长大时没有得到的教育。

【改写】 A middle school teacher is making a great effort ↔

Wong, a middle school teacher during the school year, hopes he's exposing the students

身份原词+努力概括

contributions made by Chinese immigrants to America ↔

how Chinese Americans contributed to the U.S.

名词化+国名同指

【辨邻】 **A** A 段虽然出现 Chinese immigrants 与淘金主题，但讲的是作者四年级时的研究兴趣，并没有任何「中学教师做出努力让学生了解华人贡献」的事，缺少题干要求的「教师努力」这一动作主体。

I was excited because I had asked to research Chinese immigrants during that era

39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.

推荐供K-12年级课堂学习的历史人物名单中不包括任何亚裔美国人。

【答案】 **F** 段（强锚点）

【锚点】 推荐名单中零亚裔

【定位】 Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.

在大约100名被推荐供学习的美国人中，77%是白人、18%是非裔、4%是原住民、1%是拉丁裔，没有一个是亚裔美国人。

【改写】 No Asian Americans were included ↔ **None were Asian American**

No=None的否定等值

list of historical figures recommended for study in K-12 classrooms ↔

nearly 100 Americans recommended to be studied

推荐研究名单概括上位

40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.

美国明显缺乏具有多元文化视角的教师来应对课程挑战。

【答案】 **H** 段（强锚点）

【锚点】 缺多元背景教师

【定位】 Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between.

有多元文化背景或培训的教师本可以化解这些课程难题，可惜这种教师寥寥无几。

【改写】 obvious lack of teachers with a multicultural perspective ↔

Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they're few and far between

习语「寥寥无几」=「明显缺乏」

curriculum challenges in America ↔ **such curriculum challenges**

课程难题原词复现

【辨邻】 I I 段强调 it's not so much about the teacher's background, but about training, 是讲训练比背景重要的观点, 没有出现「这种教师寥寥无几/缺乏」这一关键的「缺」字命题, 因此不是源头段。

You can have a great curriculum but if you don't have teachers dedicated(专注于) to teaching it well

41. Students of ethnic backgrounds learn better from a multicultural curriculum.

有族裔背景的学生能从多元文化课程中学得更好。

【答案】 D 段 (强锚点)

【锚点】 少数族裔学生学得更好

【定位】 Students of color are more engaged and earn better grades when they see themselves in their studies.

有色人种学生在学习内容里看到自己的影子时, 会更投入、也能取得更好的成绩。

【改写】 Students of ethnic backgrounds ↔ **Students of color**

族裔学生的同义改写

learn better ↔ **more engaged and earn better grades**

学习表现的概括上位

from a multicultural curriculum ↔ **gain from a multicultural curriculum**

多元课程原词复现

42. Now more and more high schools in America are including ethnic studies in their curriculums.

现在美国越来越多的高中正在将族裔研究纳入其课程。

【答案】 K 段 (强锚点)

【锚点】 越来越多高中开族裔课

【定位】 Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at their high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes.

包括旧金山和洛杉矶在内的一些学区已经在高中开设了族裔研究课程。波特兰、芝加哥等地的高中也已经开设或即将开设这种课程。

【改写】 more and more high schools in America are including ethnic studies in their curriculums ↔

High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes

列举上位为趋势

including ethnic studies in their curriculums ↔ **offer ethnic studies at their high schools**

include=offer的同义改写

43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.

一项对部分K-12年级教科书和教师手册的研究显示,亚裔美国人在其中的呈现不充分且不恰当。

【答案】 G 段 (强锚点)

【锚点】 K-12课本研究的发现

【定位】 His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst.

他2016年对K-12社会研究教科书和教师手册的研究发现,亚裔美国人在书中往好里说也是呈现得不充分,往坏里说则被刻画成了带种族偏见的拙劣形象。

【改写】 study of some K-12 textbooks and teacher manuals ↔

His 2016 study of K-12 social studies textbooks and teacher manuals

研究对象原词复现

Asian Americans were inadequately and improperly represented ↔

Asian Americans were poorly represented at best, and subjected to racist caricatures(拙劣的模仿) at worst

两极程度对位为两个副词

44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.

在大学上课时,作者意识到他所学教科书中遗漏了大量关于亚裔美国人的信息。

【答案】 C 段 (强锚点)

【锚点】 大学课上的醒悟

【定位】 I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up.

直到我在大学修了一门亚裔美国人历史导论课,才终于有机会学到关于像我一样的亚裔美国人、以及我们如何成为美国社会一部分的内容。那门课让我恍然大悟。我意识到自己成长过程中的教科书里漏掉了多少东西。

【改写】 When taking a class in college ↔

when I took an introductory class on Asian-American history in college

时间状语原词复现

a lot of information about Asian Americans was left out of the textbooks ↔

how much had been missing in my textbooks

left out=missing的同义改写

45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

一位亚裔美国人研究教授更加重视教师培训而非教师背景。

【答案】 I 段（强锚点）

【锚点】 培训比背景重要

【定位】 She added that it's not so much about the teacher's background, but about training.

她接着说，关键并不那么在于教师的背景，而在于培训。

【改写】 An Asian-American studies professor ↔

Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University

身份头衔原词复现

placed greater emphasis on teacher training than on teachers' background ↔

it's not so much about the teacher's background, but about training

「不那么...而是...」=「更强调」

【辨邻】 H H 段虽然谈论 Teachers with a multicultural background or training，但论点是这种教师 few and far between（人少），强调的是「数量短缺」，没有提出「训练比背景更重要」这一价值排序判断，因此不是源头段。

It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges

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 作者回忆四年级社会课研究淘金热，自己主动选择研究华人移民，提到旧金山在中文里叫「金山」，源于1850年代华人移民涌入北加州淘金。

信息指纹 四年级与1850年代金山

B 作者去学校图书馆查华人移民资料，馆员只在了一本大书里翻到一页关于早期华人移民的内容，整个图书馆就这一页。

信息指纹 图书馆只有一页资料

C 作者在大学修一门亚裔美国人历史导论课时才意识到，自己成长过程中的教科书里几乎没有亚裔美国人的故事与贡献。

信息指纹 大学课上的顿悟

D 多元文化课程对所有学生都有益：少数族裔学生看到自己后更投入、成绩更好；白人学生也能接触新视角受到挑战。

信息指纹 各族裔学生都受益

E 几十年来活动人士呼吁多元文化课程，但K-12仍以欧洲中心视角教学；小学只热闹地庆祝春节等节日，却回避亚裔所遭受的不公与歧视性法律。

信息指纹 庆节日却避不公

F Sleeter教授分析加州历史与社会科课程框架，近100名被推荐研究的美国人中77%是白人、18%非裔、4%原住民、1%拉丁裔，亚裔为零。

信息指纹 推荐名单零亚裔

G Hartlep的2016年研究发现，K-12社科教科书与教师手册即便提到亚裔，也呈现不充分、且常以工程师等刻板形象出现，南亚裔与太平洋岛民几乎没被提及。

信息指纹 课本里被刻板化

H 有多元文化背景或培训的教师本可破解课程难题，但人数太少；加州K-12教师65%是白人，学生却75%是有色人种，全国差距更大。

信息指纹 65%教师对75%学生

I Tintiangco-Cubales教授指出，关键不在教师本身的族裔背景，而在他们是否受过专门培训去把多元文化课程教好。

信息指纹 训练比背景更关键

J 中学教师Wilson Wong在暑期日营带五年级学生学习华人移民修铁路的历史，甚至让学生在操场上模拟造铁路体验不公的劳动条件。

信息指纹 Wong带学生造铁路

K 形势正在好转：加州立法要求所有公立高中开设族裔研究课程，旧金山、洛杉矶、波特兰、芝加哥等地的高中已开或将开，可能进一步推及初小学。

信息指纹 高中陆续开族裔课

SENTENCE INSIGHTS • 句子精讲

20 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。

The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines.

A段，第5句

主句使用过去完成时搭配时间状语从句（"ever since" 引导）是四六级、考研阅读中的常见句式，用于描述历史背景或事件的延续性。这种"主句完成时态 + 从句一般过去时"的时态呼应，以及用从句说明时间起点的结构，在真题中频繁出现，具有较高的典型性和复用价值。

I remember heading to the library with my class and asking for help.

B段，第2句

"动词 + 动名词作宾语" 以及 "并列动名词短语" 是四六级和考研中常见的句式，具有一定的代表性。但本句整体结构过于简单，缺少从句或复杂修饰成分，不能充分代表真题中常考的复杂句式，典型性中等。

I realized how much had been missing in my textbooks as I grew up.

C段，第3句

这是一个典型的含宾语从句和状语从句的复合句结构，且宾语从句使用疑问词引导、状语从句使用"as"引导，这些都是四六级和考研阅读中的高频句式。掌握本句的分析方法后，可以迁移到大量类似的复合句中

Research has also found that white students benefit by being challenged and exposed to new perspectives.

D段，第3句

"主句 + that 宾语从句" 是四六级和考研阅读中的高频结构，研究类句子常用现在完成时陈述发现，宾语从句说明具体内容。方式状语由介词短语加并列动名词构成，也是学术文本的典型表达，具有较强的复用价值。

For decades, activists have called for schools to offer anti-racism or multicultural curricula.

E段，第1句

成分种类适中：含时间状语、主谓宾基本框架，宾语是"for + 宾语 + 不定式"复杂结构，可练习不定式复合结构的识别，但无定语从句、同位语等高频易错点，训练覆盖面中等

Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view.

E段，第2句

简单句配合被动语态和介词短语状语的结构在四六级和考研阅读中较为常见，continue to be done的表达也时常出现于学术或议论文语境。掌握后可迁移至类似的被动表达和方式状语的识别，具有一定代表性。

Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless.

E段，第3句

本句覆盖了动名词作主语、短语动词作谓语、并列的动名词短语作宾语、频率副词作状语、限制性定语从句作定语等多种成分类型。特别是动名词短语的多重运用（主语、宾语、并列）和定语从句在并列结构中的嵌入位置，对成分划分练习很有价值，能帮助学习者区分不同层级的修饰关系和并列关系。

Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they're quick to gloss over(掩饰) the challenges and injustices that Asian Americans have faced.

E段，第4句

句子覆盖主谓宾结构、复合谓语 'be quick to do'、并列宾语 'challenges and injustices'、定语从句修饰宾语、关系代词 that 在从句中作宾语等多种成分。第二主句的复合谓语和定语从句嵌套是典型易错点,适合训练学生识别复杂宾语和从句归属,训练价值较高。

Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems.

G段，第1句

本句结构高度典型：时间状语从句插入主句、被动语态、“do”强调结构、“make an appearance”固定搭配，都是四六级和考研阅读中的常见句式。这种“插入式状语从句 + 被动主句”的组合在学术和新闻语体中频繁出现，掌握后可大量复用到其他类似句子的理解中。

The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example.

G段，第4句

本句覆盖了被动语态主句和 there be 句型两种基础结构，可用于练习主语识别（特别是 there be 的真正主语）和被动语态的判定。但成分种类较单一，无复杂修饰、从句或易混淆的多重宾语、补语等，练习收益中等偏下。

In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color.

H段，第2句

主句使用比较状语引出对比，定语从句修饰比较对象，这种“主句陈述 + 比较状语 + 嵌套定语从句”的结构在四六级和考研真题的议论文、说明文中高频出现，具有较强的代表性和迁移价值。

It isn't a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

H段，第4句

形式主语 It + 主语从句、but 转折的并列主句、长介词短语作状语,这些都是四六级和考研阅读中高频出现的句式,掌握后可大量复用;结构具有较强代表性和迁移价值。

She added that it's not so much about the teacher's background, but about training.

I段，第2句

主句加宾语从句的结构在四六级和考研阅读中高频出现,且宾语从句内部的"not so much...but..."并列对比模式也是常考句式,具有较高的迁移价值。

Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them.

J段，第1句

主句采用现在进行时 + 不定式后置定语，状语从句用 "if...then..." 条件对比结构且带省略，这些都是四六级和考研阅读中常见的句式。省略结构的辨识和条件状语的理解是考试重点，句式具有较强的代表性和复用价值。

This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California.

J段，第2句

简单句配时间地点状语及后置定语修饰是四六级阅读常见句式，will 表将来也是高频考点，但本句未涉及从句、并列或特殊结构，作为代表性句式略显基础。

His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to "experience" it themselves: They will race each other to build a railroad model on the playground, with some students being forced to "work" longer and faster and at cheaper wages.

J段，第3句

全句结构高度典型:并列谓语、宾语从句、独立主格结构都是四六级和考研真题中的高频句式。第一个主句 learn about + 宾语从句和 have a chance to do 的搭配常见;第二个主句中 with 引导的独立主格作伴随状语是经典考点。掌握本句的结构分析方法,可以直接迁移到大量真题句子

High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes.

K段，第4句

“主语加并列谓语加共同宾语”是阅读里很常见的句型，像本句这样再夹一个地点限定和一个时间状语，也很有代表性。掌握这种读法后，迁移到新闻和说明文中的类似句子比较直接。

Doing so will send an important message to the nation's youngest citizens: Whatever your race or ethnicity, you matter.

K段，第6句

覆盖主谓宾、状语、同位语、让步状语从句等多种成分，同位语通过冒号引出的形式值得练习；让步状语从句中系动词省略是易错点；动名词短语作主语也有一定训练价值

Now more and more high schools in America are including ethnic studies in their curriculums.

第42题题干

主谓宾加状语的简单句是英语最基本的句型之一，现在进行时表达趋势变化在考试阅读中较常见，结构具有一定代表性，但简单句本身不属于四六级或考研的重点复杂句式，典型性中等

An Asian-American studies professor placed greater emphasis on teacher training than on teachers' background.

第45题题干

比较结构（比较级 + than）是四六级和考研阅读中的高频句式，place emphasis on 也是学术写作和考试中常见的搭配。本句展示了比较结构与后置定语结合的典型用法，且比较从句的省略现象在真题中经常出现。掌握这个句式后，学生可以迁移到大量类似的比较句中。

本篇出现的 82 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。

curriculum

B2

n. 课程

本篇10次 · 真题 25 句

ethnic

C1

adj. 种族的

本篇7次 · 真题 10 句

immigrant

B2

n. 移民（从外国移入的人）

本篇6次 · 真题 33 句

challenge

B1

n. 挑战

本篇5次 · 真题 80 句

textbook

A2

n. 教科书

本篇5次 · 真题 52 句

professor

B1

n. 教授（大学教师的最高职称）

本篇4次 · 真题 105 句

expose

B2

v. 使暴露

本篇4次 · 真题 20 句

finally

A2

adv. 终于，最终

本篇3次 · 真题 36 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

lack

B1

v. 缺少

本篇2次 · 真题 115 句

nation

B1

n. 国家

本篇2次 · 真题 51 句

realize

B1

v. 意识到，认识到

本篇2次 · 真题 50 句

recommend

B1

v. 推荐

本篇2次 · 真题 34 句

cultural B1

adj. 文化的

本篇2次·真题30句

represent B1

v. 代表

本篇2次·真题28句

native B1

adj. 本国的

本篇2次·真题22句

contribution B2

n. 贡献

本篇2次·真题20句

perspective B2

n. 观点

本篇2次·真题15句

manual B1

adj. 手工的

本篇2次·真题8句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题466句

benefit B1

n. 好处

本篇1次·真题169句

learning A1

n. 学习

本篇1次·真题120句

decade B1

n. 十年

本篇1次·真题99句

project A2

n. 项目

本篇1次·真题90句

opportunity B1

n. 机会

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

community B1

n. 社区

本篇1次·真题81句

traditional B1

adj. 传统的

本篇1次·真题79句

contribute B1

v. 捐献

本篇1次·真题 74 句

professional B1

adj. 专业的

本篇1次·真题 67 句

gain B1

v. 获得;赢得

本篇1次·真题 64 句

potential B2

adj. 潜在的

本篇1次·真题 63 句

united B1

adj. 联合的

本篇1次·真题 60 句

image A2

n. 形象, 印象

本篇1次·真题 52 句

determine B2

v. 决定

本篇1次·真题 51 句

figure A2

n. 数字

本篇1次·真题 44 句

despite B1

prep. 尽管

本篇1次·真题 40 句

district B1

n. 地区

本篇1次·真题 38 句

instance B2

n. 例子

本篇1次·真题 33 句

reading A1

n. 阅读

本篇1次·真题 33 句

diversity B2

n. 多样性

本篇1次·真题 32 句

assistant A2

n. 助手

本篇1次·真题 30 句

improvement B1

n. 改进

本篇1次·真题 29 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 28 句

gap B1

n. 间隙

本篇1次 · 真题 28 句

educator B2

n. 教育工作者

本篇1次 · 真题 25 句

analysis B2

n. 分析

本篇1次 · 真题 24 句

character B1

n. 性格

本篇1次 · 真题 23 句

crucial B2

adj. 至关重要的

本篇1次 · 真题 22 句

refugee B2

n. 难民

本篇1次 · 真题 21 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次 · 真题 20 句

citizen B1

n. 公民

本篇1次 · 真题 19 句

emphasis B2

n. 强调

本篇1次 · 真题 19 句

entire B1

adj. 整个的

本篇1次 · 真题 19 句

truly B1

adv. 真正地

本篇1次 · 真题 19 句

appearance B1

n. 外貌

本篇1次 · 真题 18 句

dancer A2

n. 舞者

本篇1次 · 真题 18 句

identity B2

n. 身份

本篇1次 · 真题 18 句

requirement B2

n. 要求

本篇1次 · 真题 18 句

elsewhere B1

adv. 在别处

本篇1次 · 真题 16 句

era

B2

n. 时代

本篇1次·真题 16 句

missing

A2

adj. 找不到的

本篇1次·真题 16 句

obvious

B1

adj. 明显的

本篇1次·真题 16 句

wage

B1

n. 工资

本篇1次·真题 16 句

bias

B2

n. 偏见

本篇1次·真题 15 句

comfort

B1

n. 舒适

本篇1次·真题 15 句

eager

B1

adj. 热切的

本篇1次·真题 15 句

setback

B2

n. 挫折

本篇1次·真题 15 句

implement

B2

v. 实施

本篇1次·真题 14 句

overcome

B2

v. 克服

本篇1次·真题 12 句

overlook

B2

v. 忽略，没注意到

本篇1次·真题 12 句

poorly

B1

adv. 糟糕地

本篇1次·真题 11 句

lunar

B2

adj. 月球的

本篇1次·真题 10 句

engaged

B1

adj. 忙碌的

本篇1次·真题 9 句

historical

B2

adj. 历史的

本篇1次·真题 9 句

index

B1

n. 索引

本篇1次·真题 9 句

narrative

C1

n. 叙述

本篇1次 · 真题 9 句

crack

B1

v. 破裂

本篇1次 · 真题 8 句

fabric

B1

n. 织物

本篇1次 · 真题 8 句

hearing

B1

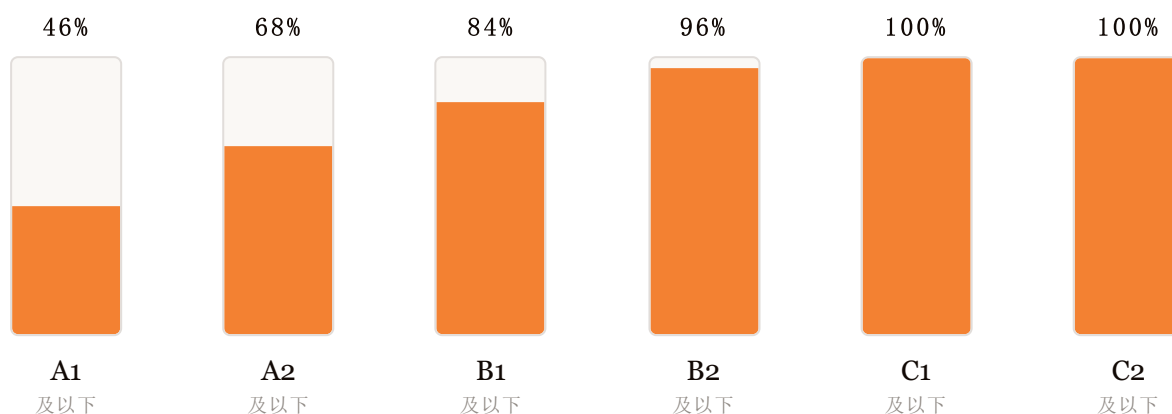
n. 听力

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 343 词按 CEFR 难度累积覆盖

全文去重后共 **343** 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 15 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 343 个 · 末柱为 100%

去重总词数

343

B2 以上难词

4%

B1 及以下覆盖

84%

英语四级 2020年9月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2020年9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 →