

2021年6月·第1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2021年6月·第1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 5 段原文（段首标 P1-P5 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1套(2021-06) • 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 Educators and business leaders have more in common than it may seem. Teachers want to prepare students for a successful future. Technology companies have an interest in developing a workforce with the STEM (science, technology, engineering and math) skills needed to grow the company and advance the industry. How can they work together to achieve these goals? Play may be the answer.

教育工作者和企业领导者之间的共同点可能比表面看起来更多。教师希望为学生的成功未来做好准备。科技公司有兴趣培养一支具备STEM(科学、技术、工程和数学)技能的劳动力队伍,以发展公司并推动行业进步。他们如何共同合作来实现这些目标?玩耍可能就是答案。

P2 Focusing on STEM skills is important, but the reality is that STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities. This combination is proving to be the best way to prepare today's children to be the makers and builders of tomorrow. That is why technology companies are partnering with educators to bring back good, old-fashioned play.

关注STEM技能很重要,但现实是,当STEM技能与传统的动手创造性活动相结合时,它们会得到增强并变得更加相关。事实证明,这种结合是让今天的孩子为成为明天的创造者和建设者做好准备的最好方式。这就是为什么科技公司正在与教育工作者合作,让美好的老式玩耍重新回归。

P3 In fact many experts argue that the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks. These are skills

acquired when kids tinker(鼓捣小玩意). High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth.

事实上,许多专家认为,最重要的21世纪技能与特定技术或学科无关,而是与创造力有关;这些技能包括想象力、发现问题和解决问题的能力、团队合作、乐观精神、耐心以及实验和冒险的能力。这些都是孩子们在鼓捣小玩意时获得的技能。NASA喷气推进实验室等高科技行业发现,他们最优秀的综合问题解决者在年轻时都是鼓捣小玩意的高手。

P4 There are cognitive(认知的) benefits of doing things the way we did as children—building something, tearing it down, then building it up again. Research shows that given 15 minutes of free play, four- and five-year-olds will spend a third of this time engaged in spatial, mathematical, and architectural activities. This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry.

以我们儿时的方式做事——建造某样东西,拆掉它,然后再重新建造——具有认知上的益处。研究表明,给予15分钟的自由玩耍时间,四五岁的孩子会将其中三分之一的时间用于空间、数学和建筑活动。这种类型的玩耍——尤其是玩积木——帮助儿童发现和发展数学和几何学中的关键原理。

P5 If play and building are critical to 21st-century skill development, that's really good news for two reasons: Children are born builders, makers, and creators, so fostering(培养) 21st-century skills may be as simple as giving kids room to play, tinker and try things out, even as they grow older. Secondly, it doesn't take 21st-century technology to foster 21st-century skills. This is especially important for under-resourced schools and communities. Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills. And anyone, anywhere, can do it.

如果玩耍和建造对21世纪技能发展至关重要,那么这确实是个好消息,原因有二:孩子天生就是建造者、创造者和制作者,因此培养21世纪技能可能就像给孩子们留出空间去玩耍、鼓捣和尝试事物一样简单,即使他们逐渐长大也是如此。其次,培养21世纪技能不需要21世纪的技术。这对资源不足的学校和社区尤其重要。利用手头任何材料进行鼓捣,是激发那些重要的"创造者"技能的简单方法。而且任何人在任何地方都可以做到。

题目与逐题解析

46. What does the author say about educators?

- A) They seek advice from technology companies to achieve teaching goals.
- B) They have been successful in preparing the workforce for companies.
- C) They help students acquire the skills needed for their future success.
- D) They partner with technology companies to enhance teaching efficiency.

作者关于教育工作者说了什么?

- A) 他们向科技公司寻求建议以实现教学目标。 B) 他们在为企业培养劳动力方面取得了成功。
- C) 他们帮助学生获得未来成功所需的技能。 D) 他们与科技公司合作以提高教学效率。

【答案】 C (细节题)

【判型】 题干 What does the author say about educators 问的是作者对教育者说了什么客观陈述, 没有 infer/imply/mainly about, 是定位 + 转述型细节题。

【拆句】 What does the author say about educators 主干是 "the author say what about educators" 的疑问倒装，about 后面跟话题对象，结构简单、无陷阱。

【定位】 Teachers want to prepare students for a successful future.

教师想让学生为成功的未来做好准备。

【选项】 A) 无中生有

They seek advice from technology companies to achieve teaching goals 说教师向科技公司寻求建议，原文只说双方有共同点 Educators and business leaders have more in common than it may seem，并没有任何「教师向公司讨教」的方向性陈述。

B) 与原文相反

They have been successful in preparing the workforce for companies 用现在完成时说教师已经成功地把劳动力交付给公司，原文只说 Teachers want to prepare students for a successful future——是 want to 的愿望，不是已实现的成果。

C) ✓ 正确

Teachers want to prepare students for a successful future ↔

They help students acquire the skills needed for their future success

预判要求「准备 + 未来 + 学生」三要素齐全，They help students acquire the skills needed for their future success 把三个要素一一对应，无新增也无遗漏，是定位句的标准同义替换。

D) 偷换概念

They partner with technology companies to enhance teaching efficiency 说教师与公司合作以提升教学效率，原文虽然提到 technology companies are partnering with educators to bring back good, old-fashioned play，但目的是把游戏带回课堂，不是「提升教学效率」。

47. How can educators better develop students' STEM skills, according to the author?

- A) By blending them with traditional, stimulating activities.
- B) By inviting business leaders to help design curriculums.
- C) By enhancing students' ability to think in a critical way.
- D) By showing students the best way to learn is through play.

根据作者的观点,教育工作者如何才能更好地培养学生的STEM技能?

- A) 通过将它们与传统的、富有启发性的活动相结合。
- B) 通过邀请企业领导者帮助设计课程。
- C) 通过增强学生批判性思考的能力。
- D) 通过向学生展示最好的学习方式是通过玩耍。

【答案】 A (细节题)

【判型】 题干 How can educators better develop students' STEM skills 问的是具体方法，需要回原文找一句明确的「办法」陈述，属于方法型细节题。

【拆句】 How can educators better develop students' STEM skills, according to the author:
主干 educators develop STEM skills, better 是副词修饰 develop, according to the author 是插入语, 整句问的是方法, 结构简单。

【定位】 Focusing on STEM skills is important, but the reality is that STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities.

关注 STEM 技能很重要, 但事实是, 只有当 STEM 技能与传统的、动手的创造性活动相结合时, 这些技能才能得到强化, 也才更具相关性。

【选项】 A) ✓ 正确

STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities

↔ **By blending them with traditional, stimulating activities**

预判的三要素「结合 + 传统 + 动手/创意」, By blending them with traditional, stimulating activities 命中「结合」「传统」两项硬词, 「动手创意」被合理上位化为 stimulating, 整体语义等值。

B) 无中生有

By inviting business leaders to help design curriculums 说请商业领袖来帮忙设计课程, 原文只说商业领袖与教师有共同利益、且科技公司与教师合作把游戏带回来 technology companies are partnering with educators to bring back good, old-fashioned play, 没有任何「商业领袖设计课程」的说法。

C) 偷换概念

By enhancing students' ability to think in a critical way 把方法说成「增强批判性思维」, 但原文里 the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity 列出的是 creativity、imagination、problem-solving, 并没有 critical thinking 这一项。

D) 过度推断

By showing students the best way to learn is through play 说告诉学生学习的最佳方式是玩, 原文虽然反复肯定 play 的价值 Play may be the answer, 但用 may 表推测, 且没有把 play 表述为 the best way to learn, 属于对原文力度的放大。

48. How do children acquire the skills needed for the 21st century?

- A) By engaging in activities involving specific technologies.
- B) By playing with things to solve problems on their own.
- C) By familiarizing themselves with high-tech gadgets.
- D) By mastering basic principles through teamwork.

儿童如何获得21世纪所需的技能?

- A) 通过参与涉及特定技术的活动。
- B) 通过摆弄物品来自行解决问题。
- C) 通过熟悉高科技设备。
- D) 通过团队合作掌握基本原理。

【答案】 B (细节题)

【判型】 题干 How do children acquire the skills needed for the 21st century 是 How + 一般疑问，问获得方式，定位 → 同义替换即可，不需要主旨级归纳。

【拆句】 How do children acquire the skills needed for the 21st century: 主干 children acquire the skills, needed for the 21st century 是过去分词后置定语修饰 skills，等价于 the skills which are needed for the 21st century。

【定位】 These are skills acquired when kids tinker.

这些（21 世纪所需的）能力，正是孩子们在鼓捣小玩意时获得的。

【选项】 A) 与原文相反

By engaging in activities involving specific technologies 说通过涉及具体技术的活动来获得能力，但 the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity 明确说不是关联于 specific technologies，选项与原文方向相反。

B) ✓ 正确

These are skills acquired when kids tinker ↔

By playing with things to solve problems on their own

预判核心「自己动手 + 鼓捣 / 玩耍」在 By playing with things to solve problems on their own 中以 playing with things + on their own 完整复现，并把要获得的能力具体化为 solve problems，与同段的 problem-solving 完全一致。

C) 与原文相反

By familiarizing themselves with high-tech gadgets 说让孩子熟悉高科技装置，但 it doesn't take 21st-century technology to foster 21st-century skills 明确说培养这些技能并不需要 21 世纪的高科技。

D) 张冠李戴

By mastering basic principles through teamwork 把方式说成「通过团队合作掌握基本原理」，原文同段列出的能力清单 skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks 里虽然出现 teamwork，但 teamwork 是要获得的能力之一，不是获得能力的途径，且 basic principles 出现在第四段说的是数学几何，与 21 世纪技能不是同一回事。

49. What can we do to help children learn the basics of math and geometry?

- A) Stimulate their interest as early as possible.
- B) Spend more time playing games with them.
- C) Encourage them to make things with hands.
- D) Allow them to tinker freely with calculators.

我们可以做些什么来帮助儿童学习数学和几何的基础知识？

- A) 尽早激发他们的兴趣。
- B) 花更多时间与他们一起玩游戏。
- C) 鼓励他们动手制作东西。
- D) 允许他们自由摆弄计算器。

【答案】 C (细节题)

【判型】 题干 What can we do to help children learn the basics of math and geometry 问的是建议性做法，回原文找一句明确的做法陈述即可，属于方法型细节题。

【拆句】 What can we do to help children learn the basics of math and geometry: 主干 we do what, to help 是目的状语，help children learn 是 help sb. do 结构，learn the basics of math and geometry 是 help 的宾补，无难点。

【定位】 This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry.

这种游戏——尤其是搭积木——能帮助孩子发现并掌握数学和几何中的关键原理。

【选项】 A) 无中生有

Stimulate their interest as early as possible 说要尽早激发兴趣，原文虽提到 four- and five-year-olds Research shows that given 15 minutes of free play, four- and five-year-olds will spend a third of this time engaged in spatial, mathematical, and architectural activities，但并没有提出「激发兴趣」这一做法，更没有「越早越好」的表态。

B) 偷换概念

Spend more time playing games with them 说大人花更多时间陪孩子玩游戏，原文的关键是「孩子自己搭建」 This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry，并未要求大人陪玩，更没说 more time 这一程度。

C) ✓ 正确

This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry

↔ Encourage them to make things with hands

预判核心「动手 + 搭建/制作」，Encourage them to make things with hands 同时命中 make (建造/制作) 与 with hands (动手)，无新增信息，是 building blocks 的合理上位概括。

D) 与原文相反

Allow them to tinker freely with calculators 把鼓捣的对象换成计算器，原文却强调 building blocks 这类纯动手物件；且 it doesn't take 21st-century technology to foster 21st-century skills 已经否定了高科技工具的必要性，calculators 属于反向。

50. What does the author advise disadvantaged schools and communities to do?

- A) Train students to be makers to meet future market demands.
- B) Develop students' creative skills with the resources available.
- C) Engage students with challenging tasks to foster their creativity.
- D) Work together with companies to improve their teaching facilities.

作者建议条件不利的学校和社区做什么？

- A) 培训学生成为创造者以满足未来市场需求。 B) 利用现有资源培养学生的创造性技能。
C) 让学生参与具有挑战性的任务以培养他们的创造力。 D) 与企业合作改善他们的教学设施。

【答案】 B (细节题)

【判型】 题干 What does the author advise disadvantaged schools and communities to do 是定向问作者建议，需要找一句明确针对弱势学校的建议句，是定位型细节题，不需要全篇归纳。

【拆句】 What does the author advise disadvantaged schools and communities to do: 主干 the author advise sb. to do sth., advise sb. to do 是固定搭配，disadvantaged ... communities 整体作 advise 的宾语，结构清晰。

【定位】 This is especially important for under-resourced schools and communities. Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills.

这一点对于资源匮乏的学校和社区尤为重要。拿手边任何能找到的材料动手鼓捣，就是激发这些重要「制造者」能力的一种简单办法。

【选项】 A) 无中生有

Train students to be makers to meet future market demands 把目的设为「满足未来市场需求」，原文里反复说的是培养 maker / creator 等能力 Children are born builders, makers, and creators, 从未出现 market demands 这类商业目的。

B) ✓ 正确

Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills

↔ Develop students' creative skills with the resources available

it doesn't take 21st-century technology to foster 21st-century skills ↔

Develop students' creative skills with the resources available

预判的「现有/手边资源 + 创造性能力」，Develop students' creative skills with the resources available 同时命中 with the resources available（现有资源）与 creative skills（创造性能力），两项语义点齐全且力度匹配。

C) 与原文相反

Engage students with challenging tasks to foster their creativity 说让学生做有挑战性的任务，原文却强调 fostering 21st-century skills may be as simple as giving kids room to play, tinker and try things out, 用的是 as simple as, 方向是「越简单越好」。

D) 张冠李戴

Work together with companies to improve their teaching facilities 说与企业合作改善教学设施，原文虽然在首段提到 Educators and business leaders have more in common than it may seem, 但末段给资源匮乏地区的建议只是用手边材料鼓捣，从未提到「与企业合作改善设施」。

SENTENCE INSIGHTS • 句子精讲

6 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。

That is why technology companies are partnering with educators to bring back good, old-fashioned play.

第2段，第3句

"That is why + 从句" 是四六级和考研阅读中常见的因果说明句式，用于承接上文并引出原因或结果的具体内容，具有较高的实用性和复现率。表语从句搭配现在进行时也是真题中的常见组合。但本句的表语从句内部结构相对简单，没有涉及更复杂的从句嵌套或特殊句式（如倒装、强调），因此典型性较好但不算极致典型。掌握本句后，学生能够迁移到类似的因果承接句式，但对更复杂句式的覆盖有限。

In fact many experts argue that the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks.

第3段，第1句

主句带宾语从句的结构是四六级和考研阅读中的高频句式，宾语从句内含并列结构和被动语态也很常见。掌握此句式后可迁移到大量类似句子，代表性较强。

Secondly, it doesn't take 21st-century technology to foster 21st-century skills.

第5段，第2句

'it takes sth to do sth'是四六级和考研阅读中的高频句型，用于表达'做某事需要某物'。本句结构典型，掌握后可直接迁移到大量类似句子。

Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills.

第5段，第4句

本句覆盖了动名词短语作主语、宾语从句、系表结构、不定式作定语等多种成分，且主语由并列动名词短语构成，结构相对丰富。对初学者而言，练习识别动名词主语和嵌套从句具有一定价值，但缺少宾语补足语、双宾语等更复杂成分。

Stimulate their interest as early as possible.

第49题，A

祈使句在英语中常见，且"动词+宾语+时间状语"的结构具有一定代表性，但祈使句在四六级、考研阅读中出现频率不如陈述句或疑问句高，典型性中等。

Spend more time playing games with them.

第49题, B

祈使句是四六级和考研阅读中常见的句式,尤其在建议类、说明类文本中频繁出现。后置定语修饰也是典型结构。但整体过于简单,不是考试中需要重点突破的复杂句型。

HIGH-FREQUENCY • 真题高频词

本篇出现的 54 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。

engage

B2

v. 参与;从事

本篇4次·真题 57 句

educator

B2

n. 教育工作者

本篇4次·真题 25 句

maker

A2

n. 制造者

本篇4次·真题 22 句

author

A2

n. 作者

本篇3次·真题 244 句

teaching

A2

n. 教学工作;教书

本篇3次·真题 38 句

enhance

B2

v. 提高

本篇3次·真题 37 句

acquire

B2

v. 获得

本篇3次·真题 24 句

community

B1

n. 社区

本篇2次·真题 81 句

traditional

B1

adj. 传统的

本篇2次·真题 79 句

creative

B1

adj. 有创造力的

本篇2次·真题 55 句

partner B1

n. 伴侣

本篇2次·真题 44 句

specific B2

adj. 具体的

本篇2次·真题 42 句

creativity B2

n. 创造力

本篇2次·真题 34 句

critical B2

adj. 批评的

本篇2次·真题 30 句

principle B2

n. 原则, 准则

本篇2次·真题 26 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇2次·真题 24 句

teamwork B1

n. 团队合作

本篇2次·真题 11 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

benefit B1

n. 好处

本篇1次·真题 169 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 139 句

design B1

n. 设计

本篇1次·真题 132 句

risk A2

n. 风险

本篇1次·真题 108 句

focus B1

n. 重点

本篇1次·真题 107 句

type A2

n. 类型

本篇1次·真题 97 句

expert B1

n. 专家

本篇1次·真题 89 句

material B1

n. 材料

本篇1次·真题 69 句

involve B1

v. 包含

本篇1次 · 真题 65 句

argue B1

v. 争论

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

seek B1

v. 寻找

本篇1次 · 真题 56 句

resource B1

n. 资源

本篇1次 · 真题 54 句

demand B1

v. 坚决要求

本篇1次 · 真题 50 句

available A2

adj. 可获得的

本篇1次 · 真题 48 句

facility B2

n. 设施

本篇1次 · 真题 43 句

overall B1

adj. 总体的

本篇1次 · 真题 39 句

reality B1

n. 现实

本篇1次 · 真题 38 句

engineering B1

n. 工程学

本篇1次 · 真题 33 句

advance B1

v. 前进

本篇1次 · 真题 31 句

related B1

adj. 相关的

本篇1次 · 真题 28 句

curriculum B2

n. 课程

本篇1次 · 真题 25 句

block A2

n. 街区

本篇1次 · 真题 24 句

cognitive C1

adj. 认知的

本篇1次 · 真题 24 句

combine

B1

v. (使) 结合、组合

本篇1次 · 真题 23 句

relevant

B2

adj. 相关的

本篇1次 · 真题 22 句

efficiency

B2

n. 效率

本篇1次 · 真题 20 句

challenging

B2

adj. 有挑战性的

本篇1次 · 真题 16 句

combination

B1

n. 结合

本篇1次 · 真题 15 句

stimulate

B2

v. 刺激

本篇1次 · 真题 14 句

imagination

B1

n. 想象力

本篇1次 · 真题 13 句

freely

B1

adv. 自由地

本篇1次 · 真题 12 句

youth

A2

n. 青年时期

本篇1次 · 真题 12 句

tear

A2

v. 撕裂, 撕破

本篇1次 · 真题 9 句

disadvantaged

B2

adj. 处于不利地位的, 弱势的

本篇1次 · 真题 8 句

patience

B1

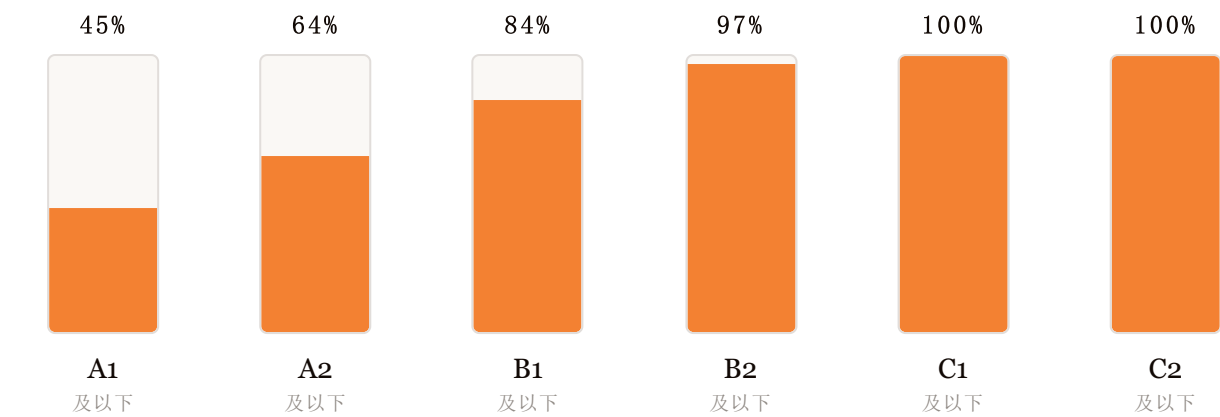
n. 耐心

本篇1次 · 真题 8 句

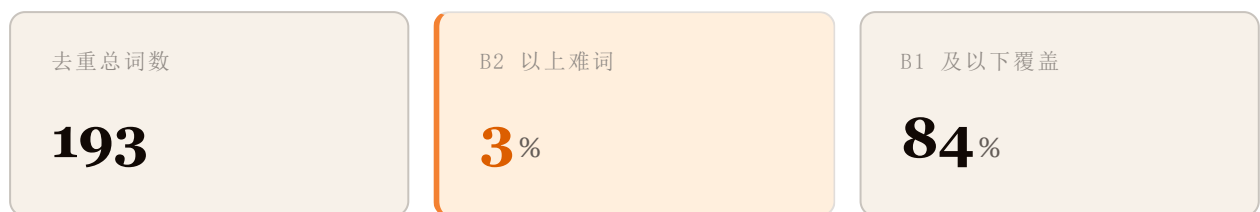
VOCABULARY · 词汇难度分布

全文 193 词按 CEFR 难度累积覆盖

全文去重后共 **193** 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 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 193 个 · 末柱为 100%



英语四级 2021年6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）	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 →