

CLOSE READING · EDUCATION

Are teenagers growing dimmer?

青少年正在变笨吗？

The latest global school tests reveal shocking new declines

最新全球学生测评揭示令人震惊的新一轮下滑

The Economist · September 8th 2026

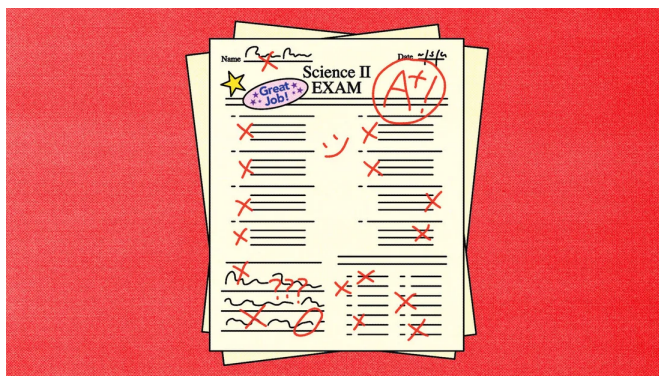
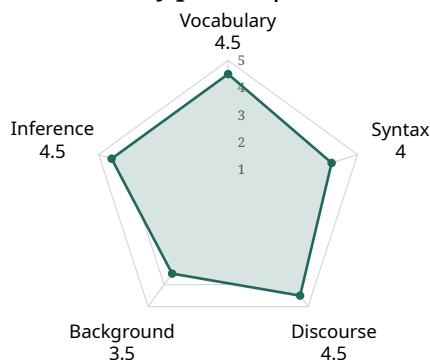


Illustration: George Wylesol / The Economist

Difficulty profile | 难度画像



词汇、句法、篇章、背景、推理与修辞。

1–5分；越向外，阅读负担越高。

原文难度：CRS R5 · 约B2+–C1

建议入门：能独立概括普通英文新闻，具备稳定B2阅读基础。

适用读者：希望深入阅读教育与社会评论的本科生及自学者。

学习任务：在中文注释支持下理解全文；用约C1层次的英语评价证据并写评论。

学习安排：建议140–180分钟，分三次完成；配套音频12分33秒，作文选做。

Before you read 读前思考

If test scores fall, what would you need to know before deciding why?

考试分数下降时，需要哪些信息，才能判断原因？先想一想学生样本、时间范围、教学方式和校外环境。

About this lesson 本课导读

测评分数持续下滑，问题究竟来自疫情、屏幕，还是学校改革方向？从国际排名读到课堂政策，练习区分数据、解释和评价，理解教育争论如何一步步展开。

P为段落，V为词汇，K为句型；点击编号可往返查阅。词表中的★表示优先练习项。

参考答案与解析见第20页起。

Text 课文

[P01] EVERY THREE years the OECD, a club mostly of rich countries, releases the results of international school tests sat by 15-year-olds all across the world. There were reasons to hope that the latest data, published on September 8th, would bring positive news. Marks in mathematics, reading and science had collapsed in the previous round of testing, which was carried out just after the pandemic. Policymakers dared hope that, with^{k01} the calamity^{v01} well in the past, grades might start to rebound^{v02}.

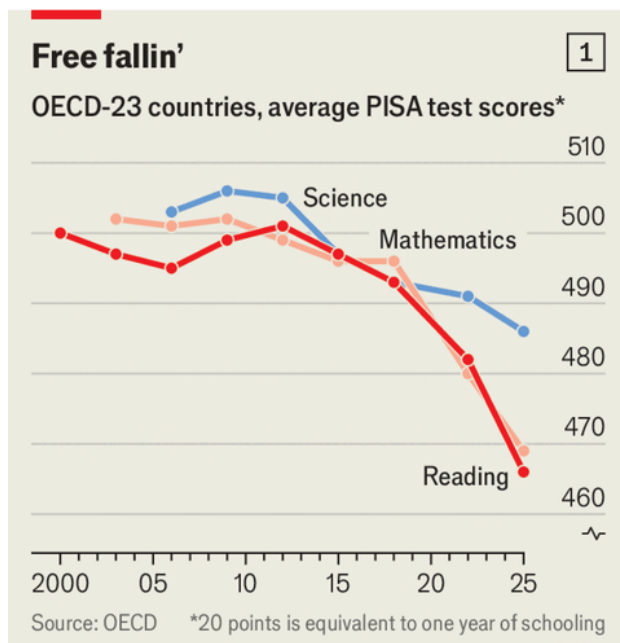


图1 | 23个OECD国家的三科平均成绩走势

科学、数学和阅读的平均成绩近期都在下滑，阅读在最近几轮下降得尤其快。纵轴没有从零开始，比较时应注意实际刻度。

图下注释将20分约比作一年学习进步。结合下文的rule of thumb理解，这是粗略参照。

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[P02] That is not what happened. On the contrary^{v03}, in rich countries—the primary focus of the tests—scores have fallen further (see chart 1). In literacy^{v04}, the decline is actually speeding up. These data suggest^{k02} that there are long-running factors pushing down achievement in schools, and that without swift correction, pupils' abilities could yet plumb further depths^{v05}. Anyone who cares about the young of today—and the economies of tomorrow—ought to be alarmed.

[P03] The OECD's project, known as PISA, takes a measure of young people's aptitudes^{v06} as they approach the end of their compulsory^{v07} school days. The number of school systems taking part has expanded over the years: the latest tests were sat in all 38 OECD member-countries and in 53 other places (many of them developing economies). The results are used to create an international league table of sorts^{v08}.

[P04] This year, as in almost every round since 2000, Asian school systems rule the roost^{v09}. Children in China—taking part for the first time since 2018—have wiped the floor with^{v10} almost everyone else (though scores there are skewed^{v11} because the tests are sat in only four rich provinces). In science and maths they score 100 points above the average for OECD countries (as a broad rule of thumb^{v12}, 20 points is considered to be about as much as an average pupil gains in a full year of learning). Kids in Singapore, Macau, Taiwan and Japan follow behind.

[P05] Estonia still looks the best school system in the West. Turkey is rising very fast. And there is heartening^{V13} news for Britain, whose youngsters now rank inside the world's top ten in all three disciplines^{V14}. Compared with three years ago, Britain has pushed up its science results and held reading and mathematics broadly steady. That counts as^{V15} a good result when many others are heading down.

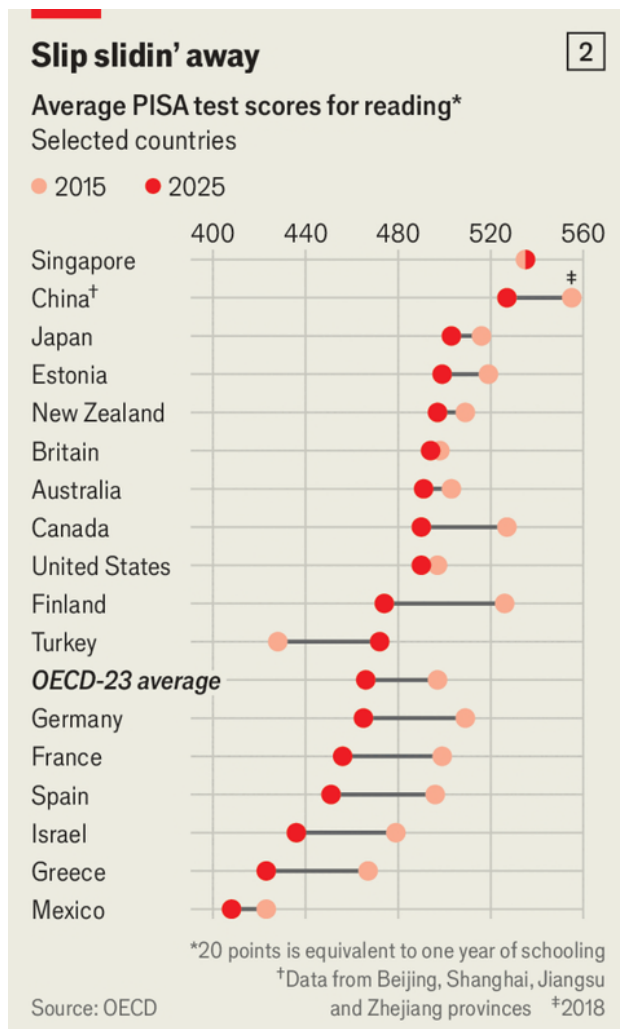


图2 | 部分国家的阅读成绩比较

浅色点通常表示2015年，红色点表示2025年。红点在浅色点左边，说明后一期成绩较低；多数国家下降，土耳其上升。

中国一行的浅色点实际为2018年，样本来自北京、上海、江苏和浙江。读这一行时，要同时注意年份与样本范围。

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[P06] Yet zoom out^{K03}, and the dominant story is of long-term decline. The average scores in the 23 OECD-member countries that have taken part in every edition of PISA reached a peak around 2012 and have been falling ever since. In both maths and reading, their 15-year-olds are now testing at levels that might have been achieved^{K04} by 14-year olds a decade ago (see chart 2). Findings for America are clouded^{V16} by low response rates, though the available data suggest that in the latest testing round its scores in literacy have tumbled in line with^{V17} the rich-world trend. Trends are a little less gloomy in developing countries, where achievement is lower to begin with. But even in many of those places, scores in maths and reading are heading down.

[P07] Children who were already among the poorest performers are falling even further behind. Across education systems, the gap between low- and high-performing students is now the largest ever recorded by PISA, in all the disciplines it tests. Some 20% of 15-year-olds in OECD

countries are considered low performers in all three of reading, mathematics and science—up from 16% when the tests were run four years ago. The OECD argues that these youngsters will struggle to understand anything but the simplest texts^{K05}, or to make sense of^{V18} a utility bill.

45 [P08] What is causing this decline? The lingering^{V19} impact of the pandemic doubtless has a role. The youngsters who participated in this year's PISA tests were about ten years old when covid-19 hit; it is possible they were hurt more by the disruptions of that era than teenagers who were further into their school careers.

[P09] The pandemic also created new problems that continue unchecked^{V20}. Rates of absence
50 remain much higher than before covid spread, for reasons that are much contested^{V21}. Across rich countries about 15% of pupils miss at least a day of primary school every fortnight^{V22}, up from about 10% in 2019; absences are up in secondary schools, too. Missing even a few days of lessons can have a big impact on grades.

Is our children learning?

[P10] But falling scores will also intensify long-running worries about the impact of technology
55 on children's learning—and on their reading skills in particular. Ubiquitous^{V23} phones and widespread access to social media mean young people are getting less practice making sense of complex texts, argues Andreas Schleicher, head of education at the OECD. He points to an increase in the number of test-takers classed as "hasty^{V24} readers" who blast briskly through the literacy assessment while getting many of the answers wrong. Screens are clearly diverting^{V25}
60 children from books: the number of nine-year-olds in America who say they read them for pleasure has fallen from nearly 60% in the 1990s to 37% now. Declining literacy could well be^{K06} dragging down^{V26} marks in other disciplines—because reading well is key to progressing in subjects such as maths and science, too.

[P11] Tackling these challenges requires first-rate policies in schools. But on a wide range of issues,
65 education ministries seem to be dropping the ball^{V27}. Mr Schleicher worries that schools have become "complacent^{V28}" and that they are increasingly inclined to tell pupils and parents that "mediocre^{V29} work is great". He criticises overzealous^{V30} and haphazard^{V31} use of educational software in classrooms, arguing in a guest essay for *The Economist* that pupils have too often become "crash-test dummies" for unproven kit. Some data suggest that schools have
70 been allowed to grow rowdier^{V32}. In one recent survey rich-world teachers reported that the amount of time they spend simply keeping order is creeping up^{V33}.

[P12] PISA may itself share some blame for setting school reformers on a dodgy^{V34} course. When the tests were first carried out in 2000, Finland shocked the world by coming top of the table. Policymakers who trekked to Helsinki for lessons returned with messages that teachers in their home countries were only too happy^{K07} to receive. Finland appeared to have achieved striking results with only limited testing and inspections. Its educational establishment espoused^{V35} "play-based" learning, especially for younger children. It argued that teachers should spend less time talking in front of blackboards and more time helping pupils work things out^{V36} for themselves.

80 [P13] Yet since that first test almost no country has seen its scores fall as steeply as Finland—a slide that continues in the latest results. Finland’s critics posit^{V37} that the high marks it achieved in 2000 in fact reflected old-fashioned educational approaches that were still prevalent^{V38} in its schools well into the 1990s—and not the newer “progressive” policies for which it became famous. If that is the case^{K08}, the error may have set dozens of school systems
85 off-course.

[P14] What countries could serve as new models? Asian school systems have shared somewhat in the declines recorded in recent years, but generally less than other rich places. The big gap in scores between East and West suggests policies in East Asia deserve another look. Parents there are fanatical^{V39} about schooling and often dig deep into their pockets for extra lessons.
90 Critics are right that such social factors are difficult to replicate^{V40}. But the region’s politicians have made wise decisions, too. Asian countries are much less obsessed^{K09} than Western ones with keeping classes small: they generally choose to have fewer teachers, whom they can pay more and train more intensely. That seems to work better than adding ever more staff to schools—the main way that America, in particular, has long tried to drive up scores.

95 [P15] Britain’s march up the rankings deserves more attention than it has received. Starting some 15 years ago under a Conservative-led coalition government, school reformers in England—by a long way the largest of the country’s four separate school systems—zigged when much of the rest of the world zagged.

[P16] The nation made its curriculums more fact-filled (some prefer to say “knowledge-rich”) at a time when policymakers elsewhere had been waxing lyrical^{V41} about instilling^{V42} vague soft skills. It made exams more rigorous^{V43}, deprioritised coursework (on which it is easy to cheat) and toughened inspections. Politicians also sought to steer schools away from^{K10} newfangled^{V44} styles of instruction that are fashionable but untested, and back towards methods that are more dyed-in-the-wool^{V45}.

105 [P17] That England’s policies^{K11} have had some protective effect on school marks is most evident when comparing it with school systems just next door that have chosen a starkly different path. Twenty years ago children in Scotland outperformed their peers south of the border. Now they tend to do worse—even though school spending per pupil is much higher. Scotland’s critics blame a modish^{V46} curriculum, as well as a lax^{V47} approach to discipline. Covid or screens do
110 not explain the disparity^{V48}, given that these scourges^{V49} have affected all children in Britain in a fairly similar way.

[P18] Test scores are not the measure of a person, nor proof^{K12} that they are destined for failure or success. But good grades are highly predictive^{V50} of fatter earnings, better health and longer lives, among a world of other benefits. At the national level, improvements in a country’s
115 braininess track closely with later economic growth; one analysis concludes that increasing PISA test scores by 25 points could push up annual GDP growth in rich countries by half a percentage point. There is not yet much evidence that artificial intelligence will reduce the returns on a top-class education, but there are plenty of reasons to think the technology will make mincemeat of^{V51} the weakly skilled. Time for school-reformers to hit the books^{V52}. ■

New words and expressions 生词和短语

按课文出现顺序排列；英式音标。带星号的10项表达为优先练习项。

V01 · P01 calamity

/kə'læməti/

n. 灾难；灾祸

V02 · P01 rebound*

/rɪ'baʊnd/

v. 回升；反弹

V03 · P02 on the contrary*

/ɒn ðə 'kɒntrəri/

phr. 恰恰相反

V04 · P02 literacy

/ˈlɪtərəsi/

n. 读写能力；本文侧重阅读素养

V05 · P02 plumb new depths

/plʌm nju: depθs/

phr. 跌至更低水平；进一步恶化

V06 · P03 aptitude

/ˈæptɪtju:d/

n. 能力；资质

V07 · P03 compulsory

/kəm'pʌlsəri/

adj. 必须的；义务性的

V08 · P03 of sorts

/əv sɔ:ts/

phr. 某种意义上的；勉强算是的

V09 · P04 rule the roost

/ru:l ðə ru:st/

phr. 占主导；居领先地位

V10 · P04 wipe the floor with

/waɪp ðə flɔ: wɪð/

phr. 彻底击败；远远胜过

V11 · P04 skew

/skju:/

v. 使偏斜；使结果失去代表性

V12 · P04 rule of thumb*

/ru:l əv θʌm/

n phr. 粗略经验法则

V13 · P05 heartening

/ˈhɑ:tənɪŋ/

adj. 令人振奋的

V14 · P05 discipline

/dɪsəplɪn/

n. 学科；另有纪律之义

V15 · P05 count as*

/kaʊnt æz/

v phr. 算作；被视为

V16 · P06 cloud

/klaʊd/

v. 使难以判断；给.....蒙上疑云

V17 · P06 in line with*

/ɪn laɪn wɪð/

phr. 与.....一致

V18 · P07 make sense of*

/meɪk sens əv/

v phr. 理解；弄懂

V19 · P08 lingering

/ˈlɪŋgərɪŋ/

adj. 持续不散的

V20 · P09 unchecked

/ˌʌn'tʃekt/

adj. 未受遏制的

V21 · P09 contested

/kən'testɪd/

adj. 有争议的

V22 · P09 fortnight

/ˈfɔ:tnaɪt/

n. 两星期

V23 · P10 ubiquitous

/ju:'bɪkwɪtəs/

adj. 无处不在的

V24 · P10 hasty

/ˈheɪsti/

adj. 仓促的；草率的

V25 · P10 divert A from B*

/dər'vɜ:t/

v phr. 使A离开B；转移注意力

V26 · P10 drag down*

/dræg daʊn/

v phr. 拖累；拉低

New words and expressions 生词和短语 (续)

V27 · P11 drop the ball*

/drɒp ɒə bɔ:l/

phr. 失职；把事情搞砸

V28 · P11 complacent

/kəm'pleɪsənt/

adj. 自满而缺少警觉的

V29 · P11 mediocre

/ˌmiːdi'əʊkə/

adj. 平庸的；不够好的

V30 · P11 overzealous

/əʊvə'zeləs/

adj. 过分热衷的

V31 · P11 haphazard

/hæp'hæzəd/

adj. 缺乏计划与章法的

V32 · P11 rowdy

/ˈraʊdi/

adj. 吵闹而难以管理的

V33 · P11 creep up

/kri:p ʌp/

v phr. 缓慢增加

V34 · P12 dodgy

/ˈdɒdʒi/

adj. 不可靠的；有问题的

V35 · P12 espouse

/ɪ'spaʊz/

v. 支持；倡导某种主张

V36 · P12 work out*

/wɜ:k aʊt/

v phr. 想明白；解决

V37 · P13 posit

/ˈpɒzɪt/

v. 提出一种假说或解释

V38 · P13 prevalent

/ˈprevələnt/

adj. 普遍存在的；盛行的

V39 · P14 fanatical

/fə'nætɪkəl/

adj. 极为热衷的；狂热的

V40 · P14 replicate

/ˈreplɪkət/

v. 复制；使再次出现

V41 · P16 wax lyrical about

/wæks ˈlɪrɪkəl əˈbaʊt/

phr. 热情洋溢地赞颂

V42 · P16 instil

/ɪn'stɪl/

v. 逐步灌输；培养

V43 · P16 rigorous

/ˈrɪɡərəs/

adj. 严格的；严谨的

V44 · P16 newfangled

/ˌnjuːˈfæŋɡəld/

adj. 新奇的；新式的，常含贬义

V45 · P16 dyed-in-the-wool

/ˌdaɪd ɪn ðə ˈwʊl/

adj. 根深蒂固的；十足传统的

V46 · P17 modish

/ˈmɒdɪʃ/

adj. 时髦的；赶时尚的

V47 · P17 lax

/læks/

adj. 松懈的；不严格的

V48 · P17 disparity

/dɪˈspærəti/

n. 显著差距；不均等

V49 · P17 scourge

/skɜːdʒ/

n. 祸患；造成严重危害的事物

V50 · P18 predictive

/prɪˈdɪktɪv/

adj. 有预测作用的

V51 · P18 make mincemeat of

/meɪk ˈmɪnsmi:t əv/

phr. 轻易击垮；使遭受沉重打击

V52 · P18 hit the books

/hɪt ðə bʊks/

phr. 开始认真学习；做功课

Notes on the text 课文注释与背景

1 标题中的 dimmer：分数、能力与人的价值

P01 P18

dim 本义是“昏暗的”，形容人时可以用来表示“反应不快、不够聪明”。growing dimmer 用比较级制造尖锐问题，标题可译为“青少年正在变笨吗？”。但正文材料主要是学业测评结果，不能自动等同于智商变化，更不能判定一个人的价值。末段先承认分数不能定义个人，再强调学习能力的现实意义，正好回应标题。读文章时应把标题的挑衅语气与证据能支持的结论分开。

2 PISA测什么：学会知识，也要会运用

P01 P03 V06 V07 V08

OECD 是 Organisation for Economic Co-operation and Development (经济合作与发展组织)；PISA 是 Programme for International Student Assessment (国际学生评估项目)。这项测评关注15岁在校学生能否运用阅读、数学和科学知识解决问题，不能直接当作智商测试或全国升学考试。school systems (教育体系) 比 countries (国家) 更宽，部分参测单位是地区。38加53得到91个国家和地区，不应改写成91个国家。of sorts 使 league table 的说法有所保留，意思是“某种意义上的排行榜”。

3 测评年与发布年：不要让 this year 混淆时间

P01 P05 P07 P08

OECD将本轮正式命名为PISA 2025，结果于2026年9月8日发布。文章中的 this year's PISA tests 按报道语境指本轮测评，但容易把施测年和发布年混为一谈。P5的 three years ago 可理解为2025与2022两轮测评的间隔；P7的 four years ago 可从2026年回望2022年。阅读比较时先找年份的参照点。P8“疫情时约十岁”的年龄推算，也与2025年参测学生更相符。

4 开头先制造期待，再让期待落空

P01 P02 V01 V02 V03 K01 K02

P1从疫情后的反弹期待入手，rebound 描述跌后回升；calamity 把疫情概括为灾难。P2的 That 指前段所期待的“成绩回升”，That is not what happened 先否定期待，再用 on the contrary 给出相反事实。on the contrary 通常纠正或反驳前面的判断；by contrast 则可以比较两件不同的事，不必否定其中一件。这一转折把读者从短期冲击引向长期原因。

The system has not become simpler. On the contrary, it now requires more paperwork.

这个系统并没有变简单。恰恰相反，它现在需要更多文书手续。

5 下降词群：动词选择也在加强警报

P02 P06 V04 V05 V16 V17

文章用 collapsed、fallen、tumbled、heading down 描写不同强度和方式的下降；plumb further depths 把恶化写成不断探测更深的水域。它们共同营造紧迫感，但 could yet 保留“仍可能”的限定。literacy 在本篇围绕读懂文本、书籍和账单展开，宜理解为阅读素养，不能一概译成“识字率”。P6的 clouded by low response rates 表示美国结果因回应率低而较难解释，in line with 只说走势与整体一致，不表示下降幅度完全相同。

The estimate is clouded by gaps in the data.

数据缺口使这个估计存在不确定性。

6 亚洲领先：强烈习语后面藏着抽样限定

P04 V09 V10 V11 V12

rule the roost 来自“控制鸡栖息的地方”的画面，这里指居主导地位；wipe the floor with 把胜出写成彻底击败，语气比 outperform 更强。紧随其后的 though 转入限制：中国仅四个富裕省份参测，skewed 强调代表性偏斜，并不指控数据造假。100分的差距需要和样本范围一起读。rule of thumb 是粗略经验法则，20分约等于一年学习进步不是对每个人、每个年龄都精确有效的换算尺。

This is a useful rule of thumb, but it will not fit every case.

这是一条有用的经验法则，但并不适用于所有情况。

7 英国为何“没怎么涨”也算好成绩

P05 P06 V13 V14 V15 K03 K04

P5并未说英国三科都提高，而是科学上升，阅读和数学大致稳定。其他地方下降时，保持稳定也可能提高相对排名；That counts as a good result 中 That 指这种相对表现。P6的 zoom out 接着把观察尺度从个别赢家拉回长期平均。长期趋势使用连续参加每轮测评的23个OECD成员国，避免仅因新成员加入而改变比较对象；它和前文的全部38国口径不能混为一谈。

Holding sales steady counts as an achievement in a shrinking market.

在萎缩的市场里保持销售稳定，也算一种成绩。

8 20%究竟是谁：三科同时低表现

P07 V18 K05

all three of reading, mathematics and science 表示三科全部属于低表现，而不是任意一科不理想。16%升至20%是提高4个百分点；若计算相对增幅，则是4除以16，等于25%。二者回答不同问题。low performers 指测试表现低，不能据此断言这些学生天生能力差。make sense of 常以难懂的文件、数据或处境作宾语；utility bill 是生活中有实际用途的文本，作者借它把分数问题落到日常能力。

Can you make sense of the instructions on this form?

你能看懂这张表上的说明吗？

9 疫情解释：参与其中，不等于解释全部

P08 P09 V19 V20 V21 V22

doubtless has a role 承认疫情有作用，但 a role 并非 the only cause。it is possible 随后提出一种年龄差异解释：更低龄时受到教育中断，可能影响更大。P9转向仍在持续的缺课问题。unchecked 是“没有被遏制”，不是“尚未核对”；contested 表示缺课原因存在争议，并不表示缺课率上升本身毫无依据。fortnight 是英式英语的“两周”，every fortnight 不能译成每月两次。

Small problems can become serious if they continue unchecked.

小问题如果一直未受遏制，也会变得严重。

10 小标题故意出错：Is our children learning?

P10

children 是复数，正常问句应为 Are our children learning?。报道保留 Is，呼应乔治·W·布什2000年竞选演说中那句广为流传的口误：谈论儿童学习时，自己的句子却没有保持主谓一致，由此产生讽刺。这是标题中的修辞用法，不能照搬到作文。与 growing dimmer 相似，它用语言形式制造张力，而不是提供儿童能力变化的新证据。

11 hasty不等于高效：阅读的速度与理解

P10 V23 V24 V25

ubiquitous 表示几乎到处都有，和后面的 widespread access 一起交代数字环境。hasty readers 是“草率阅读者”，强调理解不足，并不是对有效略读技巧的批评。blast briskly through 用两个以b开头、节奏鲜明的词写飞快扫过；while getting...同时指出错误很多。divert A from B 是把A从B处引开。they read them 中 they 指九岁儿童，them 指 books，不能误指手机。

Notifications diverted her attention from the article.

通知把她的注意力从文章上引开了。

12 阅读能力为什么会拖累其他学科

P10 V26 K06

数学题也要读懂条件，科学学习也需要理解说明和推理，因此作者提出阅读下降可能拖累其他学科。这里有可以理解的机制，但机制合理与因果已经证实是两回事。施莱歇尔的主张用 argues 引出；末句则由作者用 could well 加以推断。概括时可以写“文章认为阅读下降很可能影响其他科目”，不应写成“实验已经证明手机导致全部科目退步”。

Poor communication can drag down the performance of an otherwise capable team.

沟通不畅会拖累原本很有能力的团队。

13 从问题转向责任：drop the ball与教育软件

P11 V27 V28 V29 V30 V31

drop the ball 用接球失误比喻未尽职责；complacent 并非正常自信，而是满足现状、放松警觉。mediocre work is great 被放进引号，是施莱歇尔批评学校过度赞许的说法。overzealous 指热情过度，haphazard 指缺乏计划，两词共同批评使用方式。crash-test dummies 原指汽车碰撞试验中的假人，转用于学生，批评让儿童承担未经验证的技术试验风险；kit 在这里泛指设备或工具，包含教育软件的语境。

We dropped the ball by failing to check whether the materials had arrived.

我们没有检查材料是否送达，在这件事上失了职。

14 课堂秩序：discipline的第二层意思

P11 P17 V14 V32 V33 V47

P5的 discipline 是学科；P17的 discipline 是纪律，必须随宾语和上下文区分。rowdy 描写喧闹、不守秩序，比较级 rowdier 表示程度加重。creep up 写缓慢但持续增加，主语是教师用来维持秩序的时间。教师时间增加不等于已量化证明它解释了全部成绩变化。lax approach 是管理宽松或松懈，含批评意味；它也不是对儿童人格的评价。

The time spent on routine administration has been creeping up.

花在日常行政事务上的时间一直在慢慢增加。

15 芬兰案例：观察到高分，未必认对了原因

P12 P13 V34 V35 V36 V37 V38 K07 K08

P12重现学习芬兰的逻辑：高分加上较少考试、较少督导，让人以为这些做法带来了成功。educational establishment 指教育界有影响力的机构和人士，It argued 承接这个整体。espouse a policy 是支持某项主张，work things out for themselves 是让学生自己思考明白。P13再提出批评者的另一种解释：旧式教育可能才是当年高分的来源。posit 强调提出假说，If that is the case 使后果判断依赖此前提，不能在译文中把它变成已确认的历史事实。

Students should have time to work the problem out for themselves.

应该给学生时间，让他们自己把问题想明白。

16 东亚可学什么：先让步，再提政策选择

P14 V39 V40 K09

作者先承认家长观念、课外投入等社会因素难以复制，再用 But 转向可由政策选择改变的教师配置。fanatical 带有强烈甚至略显过度的评价，不能推广为对所有亚洲家长的刻板描述。dig deep into their pockets 指花大笔钱。less obsessed...with keeping classes small 并非“班级更小”，而是“不那么执着于小班”。该段比较的是小班与教师待遇培训之间的资源配置思路，不能简化成“大班必然优于小班”。

17 Britain与England：改革发生在哪个范围

P15 P16 P17

文章先说英国总体排名，再具体讨论英格兰改革，之后拿苏格兰作比较。英格兰、苏格兰、威尔士和北爱尔兰各有教育体系；不要因为前段出现Britain，就把England都译成“英国”。P16的 The nation 承接英格兰。P15中 by a long way 表示规模“远远领先”，不是地理距离遥远；zigged when...zagged 用左右转向的对照，比喻改革选择与别人相反。与排名有关的 more attention than it has received，比较应得关注和实际关注。

18 知识型课程：词语本身也有立场

P16 V41 V42 V43 V44 V45 K10

fact-filled 与 knowledge-rich 都强调知识内容，但前者容易让人想到事实堆积，后者更有正面色彩，因此作者插入“有人更愿意说”。wax lyrical about 表示热情赞颂，文中和 vague soft skills 相邻，带批评距离；soft skills 指沟通、合作等非纯学科知识能力，这里是作者质疑其目标表述空泛，并非证明所有软技能无用。newfangled、fashionable but untested 带怀疑态度，dyed-in-the-wool 原多形容信念根深蒂固的人，此处借写非常传统的教学方法。

19 curriculum、coursework与inspections

P16 V42 V43

curriculum（课程体系）指学校教什么及如何组织内容，不是一节课的课表。coursework（课程作业）通常指学习期间完成并可能计入评价的作业或项目，与统一考试相对。deprioritise 表示降低优先程度或权重，不是全面取消；toughen inspections 则是加强学校督导，不等于加大对学生的搜查。instil 通常搭配 instil something in somebody，把某种观念或习惯逐步培养起来。

The course aims to instil confidence in new speakers.

这门课旨在逐步培养初学演讲者的信心。

20 英格兰与苏格兰：比较提供线索，不自动排除其他原因

P17 V46 V47 V48 V49 K11

south of the border 指苏格兰南边的英格兰。作者用较高人均支出却较弱表现的对照，支持“政策内容比花钱多少更值得关注”的论证。modish、lax、scourges 都带明显评价色彩，其中课程和纪律的批评归属于Scotland's critics。given that 表示“考虑到/既然”，引出作者排除疫情与屏幕这一解释的理由。但相似暴露不等于各地受影响完全相同，也不能独立识别课程、教师、家庭背景等因素的作用。

21 结尾的两次转折：不唯分数，也不轻视基础教育

P18 V50 V51 V52 K12

not...nor...先否定“分数定义个人”与“分数决定命运”，But 随后强调现实关联。predictive of 是能够预测，track closely with 是随之密切变化，二者本身都不等于严格因果证明。GDP增长的结果由 one analysis concludes 引出，又有 could 限定；half a percentage point 应译为0.5个百分点。make mincemeat of 用“剁成肉馅”的强烈比喻写技能薄弱者可能受冲击。hit the books 本指认真读书，用在学校改革者身上，则是要求他们先研究证据、做好功课。

22 把论证连起来：趋势、解释、政策与后果

P02 P06 P10 P13 P17 P18

全文可以连成四步：第一，少数地区的较好表现掩盖不了整体长期下滑；第二，疫情、缺课和阅读习惯提供不同层次的解释；第三，作者批评改革误判，并转向东亚和英格兰寻找政策线索；第四，个人与经济层面的代价说明问题为何值得关注。检查作者每一步是否充分，不必全盘赞成或全盘否定。好的摘要应同时保留趋势、主要解释、政策比较和证据限度。

未另标来源的拓展例句为教学例句。

Key structures 关键句型

K01 · P01 with + 名词 + 补足语：交代背景状态

Policymakers dared hope that, with the calamity well in the past, grades might start to rebound.

整句说，政策制定者希望成绩回升，因为疫情这场灾难已经过去很久。主干是 *Policymakers dared hope that grades might start to rebound*。with 引出的部分插在 that 从句中，用 the calamity 作自己的逻辑主语，well in the past 说明灾难所处的状态；well 加强“已经过去很久”，不是“情况很好”。这种结构可补充原因或背景，是否有因果关系要看语境。dared hope 省去 to，带有“终于敢抱一点希望”的意味。

With the main road closed, deliveries may take longer.

由于主干道关闭，送货可能需要更长时间。

K02 · P02 suggest that ... and that ...：两个并列判断

These data suggest that there are long-running factors pushing down achievement in schools, and that without swift correction, pupils' abilities could yet plumb further depths.

主句是 *These data suggest*，后接两个并列的 that 从句：一是存在拉低成绩的长期因素；二是如果不迅速纠正，能力可能继续下降。第一个从句中 *pushing down achievement* 修饰 *factors*，相当于 *factors that are pushing down achievement*。第二个 that 不是引入 *factors* 的定语；两个判断都受 *suggest* 限定，不能把后者写成已确定的未来。*could yet* 是“仍有可能”，而不是“已经”。

The results suggest that demand is weakening and that prices may fall further.

结果提示，需求正在走弱，而价格可能进一步下降。

K03 · P06 祈使句 + and：换一个观察尺度

Yet zoom out, and the dominant story is of long-term decline.

zoom out 原指镜头拉远，这里要求读者扩大观察范围。前两段列举中国、英国等表现，作者此刻转向长期总体趋势。形式是“做某事，便会看到某结果”，可释为 *If you zoom out, you will see that...*。主句 *the dominant story is of long-term decline* 中 *of* 引出主要内容，并非 *story* 自己在下降。

Look beyond the headline, and the picture becomes more complicated.

别只看标题，你会发现情况更复杂。

K04 · P06 might have been + 过去分词：对过去可能水平的推测

In both maths and reading, their 15-year-olds are now testing at levels that might have been achieved by 14-year olds a decade ago (see chart 2).

主干是 *their 15-year-olds are now testing at levels*, *that* 从句修饰 *levels*。*might* 表示谨慎推测, *have been achieved* 把“达到这个水平”放到过去, 并且用被动结构; *by 14-year olds* 指达到该水平的人。作者把当下15岁学生的表现, 与十年前14岁学生可能达到的水平比较。这里不是“当年本能做到却没做到”的责备, 也没有测量智商。

The task is now completed in an hour, a speed that might have been achieved only by experts ten years ago.

现在这项任务一小时就能完成, 而十年前可能只有专家才能达到这样的速度。

K05 · P07 anything but：在本句中, but 表示“除.....之外”

The OECD argues that these youngsters will struggle to understand anything but the simplest texts, or to make sense of a utility bill.

struggle to 后面有两个并列的不定式: *to understand...* 和 *to make sense of...*。在第一个宾语里, *anything but the simplest texts* 是“除最简单文本外的任何文本”, 所以整句表示“稍复杂的文本就难以理解”。不要机械套用 *She is anything but careless* 中“绝不粗心”的固定读法。*utility bill* 是水、电、燃气等公用事业账单; 难以理解它说明能力不足会影响日常生活。

Without the key, we could not open anything but the smallest drawer.

没有钥匙, 我们除了最小的抽屉, 其他什么都打不开。

K06 · P10 could well be doing：很可能正在.....

Declining literacy could well be dragging down marks in other disciplines—because reading well is key to progressing in subjects such as maths and science, too.

could well 在这里加强可能性, 整体相当于“很可能”, 但仍未到确定事实的强度。*be dragging down* 是进行形式, 表示影响可能正在发生。破折号后给出理由: 阅读好有助于其他学科进步。*be key to* 中 *to* 是介词, 所以接 *progressing* 这样的 -ing 形式。不要把阅读与数学成绩同降直接写成“阅读下降已被证明是数学下降的原因”。

The new timetable could well be increasing pressure on younger pupils.

新课表很可能正在给低龄学生增加压力。

K07 · P12 only too + 乐意类形容词：非常愿意

Policymakers who trekked to Helsinki for lessons returned with messages that teachers in their home countries were only too happy to receive.

主干是 *Policymakers returned with messages*。*who trekked...* 修饰政策制定者; *that teachers... were only too happy to receive* 修饰 *messages*, *messages* 同时是 *receive* 的宾语。*only too happy* 是“十分乐意”, 不等于 *too happy to do* 的“高兴得做不了”。*teachers in their home countries* 指这些政策制定者本国的教师; 作者暗示, 这些经验恰好迎合了他们愿意听的主张。

I would be only too happy to read your draft before Friday.

我非常乐意在周五前读一读你的草稿。

K08 · P13 If that is the case, ... may have ...：条件化地解释过去

If that is the case, the error may have set dozens of school systems off-course.

that 回指前句批评者提出的解释: 芬兰2000年的高分可能来自旧式教育。主句 *may have set* 表示对已经发生的影响作推测, *set* 的过去分词仍是 *set*。*off-course* 表示偏离方向。如果前提不成立, 后面的影响判断也需要重估。不要把 *if* 当作 *since* 来译, 也不要把 *may have* 写成已经确证的因果结论。

If that is the case, the survey may have understated the problem.

如果确实如此, 那项调查可能低估了问题。

K09 · P14 less ... than ... with ... : 先找到固定搭配

Asian countries are much less obsessed than Western ones with keeping classes small: they generally choose to have fewer teachers, whom they can pay more and train more intensely.

基础结构是 Asian countries are less obsessed with keeping classes small ; than Western ones 插在 obsessed 与 with 之间，用来给出比较对象，ones 代指 countries。much 修饰比较级 less，表示程度差得较多。冒号后解释策略：配置较少的教师，同时提高每位教师的待遇并加强培训。whom 引导补充说明，指 fewer teachers，并在 pay 和 train 后作宾语。

This team is less concerned than its rivals with winning publicity.

与竞争对手相比，这支团队没有那么在意博取关注。

K10 · P16 steer A away from B and towards C : 从一种做法转向另一种

Politicians also sought to steer schools away from newfangled styles of instruction that are fashionable but untested, and back towards methods that are more dyed-in-the-wool.

主干是 Politicians sought to steer schools：他们试图引导学校。away from 和 back towards 是并列方向，A是 schools，B是 newfangled styles，C是 methods。两个 that 从句分别修饰 styles 和 methods，前者指出“时髦却未经检验”，后者指出“更为传统”。sought to 表示努力或意图，不保证所有学校已完全转向。

The workshop steers students away from memorising isolated rules and towards using language in context.

这次工作坊引导学生减少孤立地背规则，转而在语境中使用语言。

K11 · P17 That 从句作主语：整件事作为判断对象

That England's policies have had some protective effect on school marks is most evident when comparing it with school systems just next door that have chosen a starkly different path.

从句 That England's policies have had some protective effect on school marks 整体作主语，主句谓语是 is，most evident 是表语。句首 That 只连接从句，不译为“那个”。后面的 when comparing... 可展开为 when we compare...，it 指英格兰；just next door 是地理比喻，that have chosen... 修饰邻近教育体系。have had some protective effect 是作者此处的判断，“有一定保护作用”不等于“彻底阻止下降”。

That practice improves fluency is most evident when we compare the two recordings.

对比两段录音时，最能看出练习提升了流利度。

K12 · P18 not ..., nor ... : 否定两个名词性判断

Test scores are not the measure of a person, nor proof that they are destined for failure or success.

Test scores 是主语，are 是共同系动词；后面并列否定 the measure of a person 和 proof that...。nor 后承接省略了 are，原句没有完整分句的倒装。若改写成 nor are they proof...，才出现“系动词are置于主语they前”的形式。proof 后的 that 从句说明证明的内容，they 在该从句里回指泛指的人，属于单数 they 的用法，而不是说分数注定成功或失败。

A single interview is not a complete assessment, nor a guarantee of future performance.

一次面试不是完整评估，也不能保证未来表现。

Exercises 练习与写作

先独立作答，再核对书末答案；理解题可以使用中文或英语。

Listening | 听力热身

第一遍连续听，记录三个层次：总体趋势；作者提出的两个原因；作者看好的两个政策参照。第二遍对照P6、P10、P13与P18，留意表示不确定性的词。

Comprehension 理解与判断

用中文或英语简要回答；注意区分报道事实、他人观点和作者推断。

C1 Why does the writer look beyond the pandemic when explaining the decline?

C2 Did Britain improve in all three subjects? Explain why the writer still calls its performance a good result.

C3 What two cautions does the article give about interpreting the results for China and America?

C4 Why does the Finland discussion end with “If that is the case”?

C5 What does the East Asian example suggest about teacher policy?

C6 What role does Scotland play in the argument, and what does the comparison leave unresolved?

C7 The title proves that teenagers’ intelligence is declining. Is this a sound reading?

C8 How does the final paragraph balance a warning against its qualification about test scores?

Vocabulary 词汇运用

用词库完成句子，每项使用一次，必要时改变形式。以下均为练习情境。

rebound · on the contrary · rule of thumb · count as · in line with · make sense of · divert ... from ... · drag down · drop the ball · work out

V1 Visitor numbers fell last year, but they have begun to _____ this spring.

V2 The new process is not quicker. _____, it takes twice as long.

V3 As a rough _____, allow ten minutes to check each page.

V4 In these difficult conditions, finishing on time _____ a success.

V5 The findings are broadly _____ the earlier survey.

V6 I can read the individual words, but I cannot _____ the paragraph.

V7 The constant alerts _____ her attention _____ the report yesterday.

V8 Repeated equipment failures could _____ the team's results.

V9 We _____ when we forgot to send the final instructions.

V10 Try to _____ the answer for yourself before opening the key.

Key Structures 句型迁移

按提示改写或翻译，保留原来的意思和判断强度。

K1 用with结构合并：The library was closed. Students had to find another place to study.

K2 用suggest及两个that从句表达：“数据提示需求正在减弱，而且企业可能推迟投资。”

K3 用祈使句+and改写：If you compare the two samples, you will notice a difference.

K4 用might have been说明：“这幅画可能是在同一年完成的。”

K5 翻译：After the outage, we could not access anything but the simplest functions.

K6 用could well be doing表达：“交通延误很可能正在影响出勤率。”

K7 用only too happy改写：I would be very willing to explain the figures.

K8 用If that is the case和may have表达：“如果确实如此，我们可能低估了成本。”

K9 恢复句子结构并翻译：The new director is less concerned than her predecessor with short-term publicity.

K10 用steer ... away from ... and towards ...表达：“这门课引导学生从猜答案转向检查证据。”

K11 将that从句放在句首：We can see most clearly that practice helps when we compare the two recordings.

K12 用not ..., nor ...把两个名词性判断合并：The certificate is not a complete assessment. It is not a guarantee of success.

Reading The Numbers 读懂数字与比较口径

下表只摘录正文给出的数据，不补推原报道图表的完整时间序列。

指标与样本	较早值	本次所述值
OECD 15岁学生，三科全部低表现	16%	约20%
富裕国家小学生，每两周至少缺课一天	2019年约10%	约15%
美国九岁儿童，为乐趣读书	1990年代近60%	37%

D1 16%升至20%，是增加了多少个百分点？相对增幅是多少？

D2 P10所说的近60%降至37%，为什么不宜写成“精确下降23个百分点”？

D3 情境设定：年GDP增长率原为2%。若提高half a percentage point，新增长率是多少？

Summary & Composition 摘要、评论与复习

摘要必做，评论与口头复习选做。不要把文章中的推断改成已证实的结论。

W1 用120–150个英文词概括全文，包含总体趋势、可能原因、政策比较和结尾判断。

W2 写180–220词英文评论：Should schools restrict digital tools to improve learning? 表明立场，解释一个机制，回应一个反对意见，并提出一项可评估的做法。

W3 合上讲义，用一分钟回答：What should a school reformer learn from this article? 次日再写出3个核心表达和1个谨慎判断句。

Translation 参考译文

P01 每隔三年，经济合作与发展组织（OECD）这个成员大多为富裕国家的组织，都会公布一项国际学校测评的结果，参加测评的是世界各地的15岁学生。人们有理由期待，9月8日公布的最新数据会带来好消息。上一轮测评在疫情刚结束后进行，当时数学、阅读和科学成绩大幅下滑。政策制定者甚至敢于期待：既然那场灾难早已过去，成绩或许会开始回升。

P02 然而，事情并没有这样发展。恰恰相反，在这些测评主要关注的富裕国家，分数进一步下跌了（见原报道图1）。在阅读素养方面，下降甚至正在加速。这些数据提示，存在一些长期因素，正在拉低学校的学习成绩；如果不迅速纠正，学生的能力仍可能跌至更低水平。任何关心当年轻年人以及未来经济的人，都应该为此感到警惕。

P03 OECD这项名为“国际学生评估项目”（PISA）的测评，在年轻人即将结束义务教育阶段时，衡量他们的能力。这些年来，参与的教育体系数量不断增加：最新一轮测评覆盖了全部38个OECD成员国以及另外53个地方，其中许多属于发展中经济体。这些结果被用来编制某种国际排行榜。

P04 今年与2000年以来几乎每一轮测评一样，亚洲教育体系都占据领先地位。中国学生自2018年以来首次参测，成绩远远胜过几乎所有其他参测者；不过，由于测评仅在四个富裕省份进行，中国的分数并不能均衡反映全国情况。他们在科学和数学方面的得分，比OECD国家的平均水平高出100分；粗略地说，20分被认为大约相当于普通学生完整学习一年所取得的进步。新加坡、澳门、台湾和日本的学生紧随其后。

P05 爱沙尼亚看起来仍是西方表现最好的教育体系。土耳其正在迅速进步。英国也传来了令人振奋的消息：其学生在全部三个学科中均已跻身世界前十。与三年前相比，英国的科学成绩提高了，阅读和数学成绩则大致保持稳定。在许多其他地方成绩下滑时，这就算是不错的结果。

P06 然而，将视野拉远来看，最主要的图景仍是长期下滑。在每一轮PISA测评中都参加的23个OECD成员国，其平均分在2012年前后达到峰值，此后便一直下降。在数学和阅读两方面，这些国家15岁学生目前的测试水平，或许只相当于十年前14岁学生可能达到的水平（见原报道图2）。美国的结果因回应率偏低而存在不确定性，不过，现有数据提示，在最新一轮测评中，其阅读素养得分也随着富裕国家的总体趋势大幅下跌。发展中国家的趋势略微没有那么令人沮丧，但其学习表现本来就更低。然而，即使在这些地方，许多国家的数学和阅读成绩也在走低。

P07 那些原本就属于表现最差群体的孩子，如今落后得更远了。在各教育体系中，低表现与高表现学生之间的差距，在PISA测评的所有学科中，都达到有记录以来的最大水平。OECD国家中，大约20%的15岁学生在阅读、数学和科学三科上全部属于低表现者，高于四年前测评时的16%。OECD认为，这些年轻人除了最简单的文本以外，理解其他文本都会有困难，甚至可能看不懂一张水电等公用事业账单。

P08 是什么造成了这种下滑？疫情持续至今的影响无疑起着一定作用。参加今年PISA测评的年轻人在新冠疫情暴发时大约十岁；那一时期的教育中断，对他们的伤害可能大于对那些当时已经进入更高学习阶段的青少年的伤害。

P09 疫情还制造了一些新问题，而且这些问题至今仍未受到遏制。缺课率依然远高于疫情传播之前，至于原因，人们争论不休。在富裕国家，大约15%的小学生每两周至少缺课一天，高于2019年的约10%；中学生的缺课情况也在增加。哪怕只缺几天课，也可能对成绩产生很大影响。

我们的孩子在学习吗？

P10 不过，分数下滑也会加剧人们长期以来对技术影响儿童学习，尤其是影响阅读能力的担忧。OECD教育负责人安德烈亚斯·施莱歇尔认为，无处不在的手机和广泛可及的社交媒体，使年轻人理解复杂文本的练习越来越少。他指出，被归为“草率阅读者”的参测学生人数有所增加：他们飞快地做完阅读测评，却答错了许多题。屏幕显然正在把儿童的注意力从书本上引开：美国九岁儿童中，自称为了乐趣而读书的比例，已从20世纪90年代的近60%降至如今的37%。阅读能力下降很可能还在拖累其他学科的成绩，因为良好的阅读能力，也是数学和科学等学科学习取得进步的关键。

P11 应对这些挑战，需要学校实行一流的政策。然而，在许多问题上，各国教育部门似乎都没有尽到责任。施莱歇尔担心，学校已经变得“自满”，并且越来越倾向于告诉学生和家长：“平庸的作业也很棒。”他批评课堂上过于热衷、又缺乏章法地使用教育软件，并在为《经济学人》撰写的一篇客座文章中指出，学生太多时候成了未经验证的设备和软件的“碰撞测试假人”。一些数据提示，学校可能被放任变得更加吵闹、失序。在最近一次调查中，富裕国家的教师表示，他们仅仅用于维持秩序的时间就在逐渐增加。

P12 PISA本身也可能应当为把学校改革者引向不可靠的方向，承担一部分责任。2000年首次开展这项测评时，芬兰登上榜首，震惊了世界。前往赫尔辛基取经的政策制定者，带回了一些本国教师十分乐意听到的经验。芬兰似乎在考试和督导较少的情况下，仍取得了显著成绩。芬兰教育界倡导“以游戏为基础”的学习，尤其主张对低龄儿童采用这种方式。他们认为，教师应该少花些时间站在黑板前讲授，多花些时间帮助学生自己弄明白问题。

P13 然而，自首次测评以来，几乎没有哪个国家的分数下降得像芬兰这样急剧，而且这种下滑在最新结果中仍在延续。芬兰的批评者提出，2000年取得的高分，实际上反映的是其学校直到20世纪90年代相当一段时期仍然普遍采用的传统教育方式，而非后来使其声名鹊起的新式“进步主义”政策。如果确实如此，这种误判可能已经把几十个教育体系带偏了。

P14 哪些国家可以成为新的榜样？亚洲教育体系在近年的分数下降中也受到了一定影响，但总体降幅小于其他富裕地区。东西方之间巨大的分数差距表明，东亚的教育政策值得重新审视。那里的家长对孩子的学业极为投入，而且经常为额外课程掏出大笔钱。批评者说，这些社会因素难以复制，这一点是对的。但该地区的政策制定者也作出了一些明智的决定。与西方国家相比，亚洲国家没有那么执着于维持小班规模；它们通常选择聘用较少的教师，从而可以支付更高的报酬，并提供更充分的培训。这种做法似乎比不断增加学校教职工更有效，后者尤其是美国长期以来试图提高成绩的主要办法。

P15 英国排名不断上升，理应得到比目前更多的关注。大约15年前，在一个由保守党领导的联合政府执政期间，英格兰的学校改革者开始采取与世界上许多其他地方不同的路线；英格兰也是该国四个独立教育体系中规模遥遥领先的一个。

P16 英格兰让课程包含更多事实知识，有些人更愿意称之为“知识丰富型”课程；而在同一时期，其他地方的政策制定者一直在热情赞颂向学生灌输模糊的软技能。英格兰提高了考试的严格程度，降低了平时课程作业的重要性，因为这种作业很容易作弊，同时加强了学校督导。政策制定者还试图引导学校，远离那些时髦却未经检验的新奇教学方式，重新转向更为传统的教学方法。

P17 把英格兰与近邻那些走上截然不同道路的教育体系相比较时，最能看出其政策对学校成绩起到了一定保护作用。二十年前，苏格兰儿童的表现优于边界以南的同龄人。如今，他们的表现往往更差，尽管每名学生获得的学校教育支出要高得多。苏格兰的批评者将此归咎于追逐时尚的课程，以及宽松的纪律管理。作者认为，新冠疫情或屏幕使用无法解释这种差距，因为这些祸患对英国所有儿童的影响相当相似。

P18 考试分数不是衡量一个人的唯一尺度，也不能证明他注定失败或成功。不过，好成绩能够较强地预测更高的收入、更好的健康状况和更长的寿命，以及许多其他益处。在国家层面，国民认知能力的改善与此后的经济增长密切相关；一项分析认为，PISA分数提高25分，可能让富裕国家的年度GDP增长率提高0.5个百分点。目前还没有多少证据表明，人工智能会降低优质教育的回报，但有充分理由认为，这种技术将让技能薄弱者遭受沉重打击。学校改革者该好好做功课了。

Reference answers 参考答案与解析

开放题可采用不同表述；核对信息、证据和判断强度。

返回练习

读前思考与听力

可以检查是否比较同一年龄、同一批教育体系和相同测评口径，再了解缺课、课程、教师和家庭条件。提出一种可能解释即可，但不要直接把分数下降等同于智力下降。

总体趋势是富裕国家学业表现长期下滑，低表现群体进一步落后。原因可选疫情后续影响、缺课、数字分心与阅读不足、政策和课堂秩序问题。政策参照是东亚与英格兰。限定语可记录might、could well、critics posit、If that is the case、one analysis concludes。

Comprehension 理解与判断答案

C1 P02 P06 P08

Scores continued to fall after the immediate crisis, and the long-term trend had begun before the pandemic.

P2指出没有出现预期反弹；P6的固定23国样本在2012年前后见顶。疫情仍可有作用，但不足以单独说明全部长期变化。

C2 P05 V15

No. Science improved, while reading and mathematics remained broadly steady. Stability can count as a good result when other systems are declining.

不要把排名上升写成全部科目的绝对分数都上升。relative ranking是相对排名，raw scores是实际分数。

C3 P04 P06 V11 V16

China's results cover only four rich provinces; low response rates make the American results less certain.

中国的问题是样本代表范围，美国的问题是回应不足。都不能反推为“数据一定造假”或“完全不能使用”。

C4 P12 P13 K08

The explanation that older teaching methods produced the early high scores is a claim made by critics. The alleged effect on other school systems depends on that claim being right.

if保留前提，posit标明观点来源，may have保留对过去后果的推测。这些限定不能从摘要中一起删去。

C5 P14 K09

The writer favours considering teacher pay and training, instead of assuming that smaller classes or more staff will necessarily improve results.

作者讨论的是资源如何分配，不是证明“大班总是更好”。文中也承认家庭教育观念难以复制。

C6 P17 K11

Scotland provides a nearby contrast to England, suggesting that policy differences may matter. The comparison does not isolate the separate effects of curriculum, discipline, teachers or family background.

可指出作者认为共同疫情和屏幕环境不足以解释差异，但相近的环境并不等于严格实验控制。

C7 P18

No. The evidence concerns measured academic performance. The provocative title raises a question that the scores alone cannot settle.

解释“分数、所测能力、总体智力、人的价值”之间不能直接画等号即可。末段还明确反对用分数决定个人命运。

C8 P18 K12

It says scores do not define a person or guarantee a destiny, but argues that educational achievement is strongly associated with valuable personal and economic outcomes.

答案要同时保留让步和强调，避免写成“分数毫无意义”或“高分保证成功”。

Vocabulary 词汇运用答案

V1 V02

rebound

have begun to后用动词原形；rebound强调下降之后回升。

V2 V03

On the contrary

后句直接反驳“更快”，并非简单比较另一件事。

V3 V12

rule of thumb

经验值有助于安排任务，但不是精确保证。

V4 V15

counts as

主语是单数-ing短语finishing on time，一般现在时用counts。

V5 V17

in line with

be in line with表示大体一致，不保证所有数值相同。

V6 V18

make sense of

强调理解整体意思，而不仅是辨认单词。

V7 V25

diverted; from

过去情境用diverted；固定搭配为divert A from B。

V8 V26

drag down

could后用原形；此处指拖累表现。

V9 V27

dropped the ball

forgot给出过去时语境；该习语承认工作失误。

V10 V36

work out

完整句为work out the answer；也可说work the answer out，但题干已经固定宾语的位置，因此填work out。

Key Structures 句型迁移答案

K1 K01

With the library closed, students had to find another place to study.

closed说明the library的状态；也可用With the library being closed,但更简洁的形式即可。

K2 K02

The data suggest that demand is weakening and that firms may delay investment.

保留第二项的may；不可把两项都改成确定事实。demand is falling等合理表达可接受。

K3 K03

Compare the two samples, and you will notice a difference.

前半要求采取行动，后半给出可观察结果。

K4 K04

The painting might have been completed in the same year.

过去的可能事件用might have been completed；was completed会失去不确定性。

K5 K05

停机之后，我们除了最简单的功能，其他功能都无法使用。

but在此表示除外，不能译为“我们完全不能使用最简单的功能”。

K6 K06

Traffic delays could well be affecting absence rates.

affecting表示可能正在发生的影响；rates of absence同样可接受，不要改成has proved。

K7 K07

I would be only too happy to explain the figures.

表达非常乐意；不是too happy to后接否定结果。

K8 K08

If that is the case, we may have underestimated the cost.

may have +过去分词表示对已发生估计的推测；costs也可接受。

K9 K09

The new director is less concerned with short-term publicity than her predecessor. 新主管没有前任那么在短期宣传效果。

concerned with是固定搭配；than引出前任这个比较对象，不是说新主管更少关心前任。

K10 K10

The course steers students away from guessing answers and towards checking evidence.

from和towards都是介词，后接-ing；toward这一变体也可接受。

K11 K11

That practice helps is most evident when we compare the two recordings.

That practice helps整体作主语，不能写成That practice help。可接受That practice helps becomes clearest...等自然表达。

K12 K12

The certificate is not a complete assessment, nor a guarantee of success.

也可写nor is it a guarantee of success，此时后半是完整倒装分句；要能解释它和课文的省略形式不同。

Reading The Numbers 读懂数字与比较口径答案

D1 P07

增加4个百分点；相对增幅为25%。

$20-16=4$ 个百分点； $(20-16)\div 16=25\%$ 。两者的分母和单位不同。

D2 P10

起点是nearly 60%，并不是精确60%；可以说大约下降23个百分点。

还要保留样本是美国九岁儿童、指标是自称为乐趣读书的比例；不能改成全部青少年的每日阅读率。

D3 P18

2.5%。

提高0.5个百分点是 $2\%+0.5\%=2.5\%$ 。这只是理解单位的情境，不是对任一国家的预测。

Summary & Composition 摘要、评论与复习答案

W1 P02 P06 P10 P13 P17 P18

International test results suggest that academic performance in rich countries is continuing to decline, especially in reading, while gaps between stronger and weaker pupils are widening. The pandemic and persistent absence may explain part of the problem, but the article also raises concerns about digital distraction, weak reading habits and misguided school policies. It questions whether reformers correctly understood Finland's early success and points instead to teacher quality in East Asia and more demanding policies in England. However, differences in samples and the uncertainty of some explanations require caution. The writer concludes that test scores do not define individuals, yet strong educational achievement is associated with important personal and economic benefits. Improving schools therefore remains urgent, even as artificial intelligence changes the value of different skills.

应覆盖四部分；可不写每个国家和数字。使用suggest、may、questions等词控制强度。常见误写：Phones have proved that teenagers are less intelligent. 可改为The article links digital distraction to weaker reading, while recognising that several factors may be involved.

W2 P10 P11 P14 P17 P18

Schools should protect time for sustained reading, but a blanket rejection of technology would be a poor response to falling test scores. The important question is how each tool changes what pupils actually do.

A device can make reference materials accessible and give useful feedback. Yet it can also encourage students to skim, copy answers or switch constantly between tasks. Schools should therefore introduce educational software only when they can explain its purpose and evaluate whether pupils understand more as a result. Reading a long text carefully should remain a regular activity, rather than something crowded out by attractive screens.

At the same time, school leaders should avoid treating one international ranking as a complete guide to reform. Strong results may reflect family support, earlier policies or the particular students included in a test. Teacher preparation, attendance and classroom order deserve attention alongside curriculum design.

A sensible reform would begin with a clear problem, set a small number of learning goals and examine progress over time. Test scores would provide useful evidence, but so would pupils' explanations and their ability to apply knowledge. Technology should serve those aims, and teachers should have the training and time needed to judge whether it does.

可以支持限制，也可以主张有条件使用。范文先区分工具用途与使用效果，再讨论干扰机制与排名证据的局限，最后给出可检查的改革目标。自查：是否有具体机制；是否回应技术的好处；是否避免把地区相关性当因果证明；是否给出可评估行动。无需逐句模仿范文。

W3 V12 V15 V18 K06

可围绕三点口述：look beyond rankings；check the evidence behind popular reforms；protect basic reading and teaching quality。谨慎判断示例：Digital distraction could well be weakening reading habits, but the size of its effect remains uncertain.

可以使用不同词语。表达准确、能区分事实与推断即可；次日检查是否能在新话题中使用count as、make sense of和rule of thumb，而不只背中文释义。