

2016年12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2016年12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(2016-12)·四级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

The Secret to Raising Smart Kids

A) I first began to investigate the basis of human motivation—and how people persevere after setbacks—as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.

我最初开始研究人类动机的基础——以及人们如何在遭遇挫折后坚持下去——是在20世纪60年代作为Yale University心理学研究生的时候。Pennsylvania大学心理学家进行的动物实验表明,在反复失败之后,大多数动物会得出结论,认为某种情况是无望的且超出它们的控制范围。在经历这样的体验之后,即使动物能够产生改变,它也往往保持被动——这种状态被他们称为习得性无助。

B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

人也可以习得无助。为什么有些学生在遇到困难时放弃,而其他技能并不更强的学生却继续努力学习?我很快发现,一个答案在于人们对自己为何失败的信念。

C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their

success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

特别是,将糟糕的表现归因于能力不足比归因于努力不足更会削弱动机。当我告诉一组表现出无助行为的学生,缺乏努力导致了他们在数学上的错误时,他们学会了在问题变难时继续尝试。另一组无助的儿童仅仅因为在较简单问题上的成功而获得奖励,他们解决数学难题的能力并没有提高。这些实验表明,关注努力可以帮助克服无助并产生成功。

- D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set(思维模式)." Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating(令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined(注定) for greater academic success and were quite likely to outperform their counterparts.

后来,我发展出一个更广泛的理论,说明区分两大类学习者——无助型与掌控型——的因素。我意识到这些不同类型的学生不仅对失败的解释不同,而且对智力持有不同的"理论"。无助型学生相信智力是一种固定的特质:你只拥有一定的量,就是那样。我称之为"固定型思维模式"。错误会削弱他们的自信,因为他们将错误归因于能力不足,而他们感到无力改变这一点。他们回避挑战,因为挑战使错误更有可能发生。另一方面,掌控型儿童认为智力不是固定的,可以通过教育和努力学习来发展。这样的儿童相信挑战是令人振奋的而不是令人生畏的;挑战提供了学习的机会。拥有这种成长型思维模式的学生注定会取得更大的学业成功,并且很可能超越他们的同龄人。

- E) We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

我们在一项研究中验证了这些预期,在该研究中,我和另外两位心理学家在学生过渡到初中的两年期间监测了373名学生,那时功课变得更难,评分更严格,以确定他们的思维模式如何影响他们的数学成绩。在七年级开始时,我们通过让学生同意或不同意诸如"你的智力是关于你的非常基本的东西,你无法真正改变它"这样的陈述来评估学生的思维模式。然后我们评估了他们关于学习其他方面的信念,并观察他们的成绩发生了什么变化。

- F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability.

They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.

正如预测的那样,拥有成长型思维模式的学生认为学习是比取得好成绩更重要的目标。此外,他们高度重视努力。他们明白即使是天才也必须努力工作。面对诸如令人失望的考试成绩这样的挫折,拥有成长型思维模式的学生说他们会更努力学习或尝试不同的策略。然而,持有固定型思维模式的学生关心的是看起来聪明,而不太重视学习。他们对努力持负面看法,认为必须努力工作是能力低的标志。他们认为有才能或智力的人不需要努力工作就能做得好。将糟糕的成绩归因于自己能力不足,那些持有固定型思维模式的学生说他们将来会学习得更少,尝试永远不再选修那门课程,并考虑在将来的考试中作弊。

- G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.

这种不同的观念对表现产生了巨大的影响。在初中开始时,拥有成长型思维模式的学生的数学成绩测试分数与表现出固定型思维模式的学生相当。但随着功课变得更难,拥有成长型思维模式的学生表现出更大的坚持性。结果,到第一学期结束时,他们的数学成绩超过了其他学生——并且在我们跟踪他们的两年期间,两组之间的差距持续扩大。

- H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

固定型思维模式也会阻碍工作场所的沟通和进步,并使人不鼓励或忽视建设性的批评和建议。研究表明,拥有固定型思维模式的管理者比拥有成长型思维模式的管理者更不可能寻求或欢迎来自员工的反馈。

- I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

我们如何向孩子传递成长型思维模式?一种方式是讲述通过努力工作取得成就的故事。例如,谈论或多或少天生如此的数学天才会使学生陷入固定型思维模式,但描述爱上数学并发展出惊人技能的伟大数学家则会产生成长型思维模式。

- J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain." They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of

instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

此外,家长和教师可以通过提供关于大脑作为学习机器的明确指导来帮助儿童。我为91名在初中第一年数学成绩下降的学生设计了一个八节课的研讨班。其中48名学生只接受学习技巧方面的指导,而其他学生参加了学习技巧课程与课堂的结合,在课堂上他们学习成长型思维模式以及如何将其应用于学业。在成长型思维模式课堂上,学生阅读并讨论了一篇题为"你可以让你的大脑成长"的文章。他们被教导大脑就像肌肉,使用得越多就越强壮,学习促使大脑生长新的连接。通过这样的指导,许多学生开始将自己视为大脑发展的推动者。尽管不知道有两种类型的指导,教师报告说,成长型思维模式研讨班中27%的儿童出现了显著的动机变化,而对照组中只有9%的学生出现了这种变化。

K) Research is converging(汇聚) on the conclusion that great accomplishment and even genius are typically the result of years of passion and dedication and not something that flows naturally from a gift.

研究正在汇聚到这样一个结论:伟大的成就甚至天才通常是多年激情和奉献的结果,而不是从天赋中自然流淌出来的东西。

陈述句与逐句解析

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

作者的实验表明,具有固定型思维模式的学生认为必须努力学习是能力低下的表现。

【答案】 **F** 段 (强锚点)

【锚点】 把努力当作低能力标志

【定位】 They had negative views of effort, believing that having to work hard was a sign of low ability.

他们对 effort 持负面看法, 认为 having to work hard was a sign of low ability.

【改写】 students with a fixed mind-set ↔ **The students who held a fixed mind-set**
主语句法转换

believe ↔ **believing that having to work hard was a sign of low ability**

动词与伴随结构互换

having to work hard is an indication of low ability ↔

having to work hard was a sign of low ability

名词同义替换

【辨邻】 **D** D 段谈的是固定型者 attribute errors to a lack of ability, 归因对象是 errors (错误), 不是题干里的 having to work hard (不得不努力); 陈述句问的恰恰是后者, 所以 D 段不是源头。

Mistakes crack their self-confidence because they attribute errors to a lack of ability

37. Focusing on effort is effective in helping children overcome frustration and achieve success.

关注努力能有效帮助儿童克服挫折并取得成功。

【答案】 C 段（强锚点）

【锚点】 聚焦努力克服挫折

【定位】 These experiments indicated that a focus on effort can help resolve helplessness and generate success.

这些实验表明，a focus on effort can help resolve helplessness and generate success.

【改写】 Focusing on effort ↔ **a focus on effort**

动名词与名词化互换

overcome frustration ↔ **resolve helplessness**

近义动词加近义名词

achieve success ↔ **generate success**

动词同义替换

【辨邻】 A A 段只讲 learned helplessness 是什么以及动物因此变得被动，没有把 effort（努力）与 overcome frustration（克服挫折）联系起来，缺了陈述句最关键的 聚焦努力这一半。

After such an experience an animal often remains passive even when it can effect change—a state they called learned helplessness.

F F 段讲两类学生 held hard work in high regard 与 negative views of effort，是态度对比，并非陈述句的 聚焦努力到克服挫折到成功 这一作用链。

they held hard work in high regard

38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.

我们可以通过讲述强调刻苦努力和热爱学习的成功故事来培养儿童的成长型思维模式。

【答案】 I 段（强锚点）

【锚点】 用故事培养成长型思维

【定位】 One way is by telling stories about achievements that result from hard work.

一种方法是 telling stories about achievements that result from hard work，即讲那些靠努力取得成就的故事。

【改写】 cultivate a growth mind-set in children ↔ **transmit a growth mind-set to our children**

动词同义替换

telling success stories that emphasize hard work ↔

telling stories about achievements that result from hard work

近义词替换加同结构改写

love of learning ↔ **fell in love with math and developed amazing skills**

举例归纳

【辨邻】 J J 段的方法是 explicit instruction regarding the mind as a learning machine 这种讲解式教学，不是陈述句要求的 telling success stories；二者同属培养成长型思维的手段，但路径不同。

parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine

39. Students' belief about the cause of their failure explains their attitude toward setbacks.

学生对其失败原因的看法解释了他们对挫折的态度。

【答案】 B 段（强锚点）

【锚点】 对失败原因的信念决定面对挫折的态度

【定位】 One answer, I soon discovered, lay in people's beliefs about why they had failed.

我很快发现，一个答案就在于 people's beliefs about why they had failed，即人们对自己为何失败的看法。

【改写】 Students' belief about the cause of their failure ↔ **people's beliefs about why they had failed**

上下位加句法转换

explains their attitude toward setbacks ↔

Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn?

抽象与具体的因果对位

【辨邻】 C C 段讲 attributing poor performance to a lack of ability depresses motivation，是归因到动机的具体机制与实验，而陈述句问的是更高一层的信念解释态度这一总论；总论是 B 段，机制是 C 段。

attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame

40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.

在作者的实验中，具有成长型思维模式的学生在解决数学难题时表现出更强的坚持性。

【答案】 G 段（强锚点）

【锚点】成长型在难数学题上更坚持

【定位】But as the work became more difficult, the students with a growth mind-set showed greater persistence.

但随着 the work became more difficult, the students with a growth mind-set showed greater persistence。

【改写】students with a growth mind-set ↔ **the students with a growth mind-set**

主语逐字一致

showed greater perseverance ↔ **showed greater persistence**

动词原样加名词同义

in solving difficult math problems ↔ **as the work became more difficult**

状语形式不同但语义等值

【辨邻】**F** F 段说 students with a growth mind-set said they would study harder or try a different strategy, 关键词是 said (说) ——反映态度而非陈述句要求的 showed greater perseverance (表现出更强的坚持)。

students with a growth mind-set said they would study harder or try a different strategy

41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.

作者进行了一项实验以了解学生的思维模式对数学学习的影响。

【答案】**E** 段 (强锚点)

【锚点】做实验研究思维模式对数学的影响

【定位】We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades.

我们在—项研究中验证了这些预期——另外两位心理学家与我在 the transition to junior high school (升入初中这一过渡期) 追踪了 373 students for two years, 目的是判断 how their mind-sets might affect their math grades。

【改写】conducted an experiment ↔

a study in which two other psychologists and I monitored 373 students for two years

动名词与名词化

the influence of students' mind-sets on math learning ↔

how their mind-sets might affect their math grades

句式重构加同义词

【辨邻】 J J 段的目的是 designed an eight-session workshop for 91 students whose math grades were declining, 属于干预研究; 陈述句问的是 思维模式影响数学学习 的相关性研究, 目的不同。

I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high.

C C 段的 These experiments 研究的是 a focus on effort can help resolve helplessness, 主题是 无助归因; 陈述句的实验主题是 mind-sets 与 math learning 的关系, 主题不同。

These experiments indicated that a focus on effort can help resolve helplessness and generate success.

42. After failing again and again, most animals give up hope.

在一次又一次失败之后,大多数动物会放弃希望。

【答案】 A 段 (强锚点)

【锚点】 动物反复失败后放弃

【定位】 Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control.
psychologists at the University of Pennsylvania 所做的动物实验显示, after repeated failures, most animals conclude that a situation is hopeless and beyond their control。

【改写】 After failing again and again ↔ after repeated failures

口语化与名词化

most animals ↔ most animals

主语逐字一致

give up hope ↔ conclude that a situation is hopeless and beyond their control

动词短语与形容词化

43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.

向学生介绍大脑作为学习机器的知识是增强其学习动机的良好策略。

【答案】 J 段 (强锚点)

【锚点】 把大脑当学习机器来讲

【定位】 In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine.

此外, 父母与老师可以通过 providing explicit instruction regarding the mind as a learning machine (即明确讲解 大脑作为学习机器 的原理) 来帮助孩子。

【改写】 Informing students ↔ **providing explicit instruction**

动词短语同义

the brain as a learning machine ↔ **the mind as a learning machine**

近义名词与同构表达

enhance their motivation for learning ↔

teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group

抽象效果与实验数据对位

【辨邻】 I I 段的方法是 telling stories about achievements that result from hard work, 路径是 故事熏陶; 陈述句要求的是 the brain as a learning machine 的原理教学, 路径不同。

One way is by telling stories about achievements that result from hard work.

44. People with a fixed mind-set believe that one's intelligence is unchangeable.

具有固定型思维模式的人认为一个人的智力是不可改变的。

【答案】 D 段 (强锚点)

【锚点】 固定型认为智力不可变

【定位】 The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.

The helpless ones 相信 intelligence is a fixed characteristic: 你只有那么多智力, 就是那样了。

【改写】 People with a fixed mind-set ↔ **The helpless ones**

同段定义指代

one's intelligence is unchangeable ↔ **intelligence is a fixed characteristic**

近义形容词替换加解释句

【辨邻】 F F 段说 students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning——讲的是其行为偏好与对努力的态度, 是衍生的行为表现, 不是陈述句问的 智力可变性 这一核心信念。

The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning.

45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

在职场中,具有固定型思维模式的管理者可能不太欢迎反馈。

【答案】 H 段 (强锚点)

【锚点】 固定型管理者不欢迎反馈

【定位】 Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

研究显示, managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set, 即固定型思维的管理者比成长型思维的管理者更不倾向于寻求或欢迎员工反馈。

【改写】 In the workplace ↔ in the workplace

场景词逐字一致

managers with a fixed mind-set ↔ managers who have a fixed mind-set

句法转换

feedback may not be so welcome ↔

less likely to seek or welcome feedback from their employees

含蓄否定与比较等值

PARAGRAPH MAP • 段落主旨图

11 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」, 是逐句回扫定位的工作台。

- A 作者自述从耶鲁读心理学研究生起就开始研究人类动机与挫折后的坚持, 并引出宾大动物实验的关键发现: 反复失败后多数动物会认定情境不可控、即使能改变也保持被动, 这种状态被命名为 learned helplessness。

信息指纹 习得性无助实验

- B 把视角从动物切到人——人也会习得无助; 同样能力的学生为何 some students give up 而其他人继续努力? 作者给出第一条答案: 差别在于他们如何看待自己失败的原因。

信息指纹 人对失败的归因

- C 做实验比较两组无助儿童: 被告知错误源于努力不足的那组学会了在题目变难时继续尝试, 仅因做对简单题被奖励的那组没有进步; 结论是 a focus on effort can help resolve helplessness and generate success。

信息指纹 聚焦努力对抗无助

D 提出更宽的理论：无助型与精熟取向两类学习者持有不同的智力观——无助型相信智力固定（fixed mind-set），把错误归于能力不足并因此回避挑战；精熟取向相信智力可通过教育与努力增长（growth mind-set），把挑战视为学习机会。

信息指纹 两种思维模式的定义

E 通过追踪 373 students 在初中过渡期两年的研究，验证思维模式对数学成绩的影响——开学时评估其思维模式，再观察学习信念与成绩走向。

信息指纹 三百七十三名初中生两年追踪

F 实验结果一：成长型学生看重学习胜于分数、敬重努力、遇挫折会更努力或换策略；固定型学生在意显得聪明、轻视努力，认为 having to work hard was a sign of low ability，遇低分则准备减少投入、回避该科目甚至考虑作弊。

信息指纹 把努力当作低能力的标志

G 实验结果二：初中起点两类学生数学成绩相当，但 as the work became more difficult, the students with a growth mind-set showed greater persistence，第一学期末成绩反超，两年里差距持续扩大。

信息指纹 成绩反超与差距扩大

H 把场景从学校切到职场：固定型思维同样会阻碍沟通与进步——研究显示 managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set。

信息指纹 固定型管理者与反馈

I 如何把成长型思维传递给孩子？方法之一是 telling stories about achievements that result from hard work——把数学天才说成天生如此会塑造固定型思维，而讲大数学家 fell in love with math and developed amazing skills 的故事则能培养成长型思维。

信息指纹 讲努力成就的故事

J 另一条路径：直接给孩子讲解大脑作为学习装置的原理——为 91 students whose math grades were declining 设计了八节工作坊，对比仅学学习技巧的对照组，接受成长型思维加学习技巧训练的学生中老师报告 27% 出现显著动机变化，对照组仅 9%。

信息指纹 大脑是学习机器的工作坊

K

全文收尾：研究表明 great accomplishment and even genius are typically the result of years of passion and dedication and not something that flows naturally from a gift.

信息指纹 天才源于多年投入

SENTENCE INSIGHTS • 句子精讲

11 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。

Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn?

B段，第2句

本句体现了四六级和考研阅读中的高频句式：疑问句开头 + 并列对比结构 + 时间状语从句 + 限制性定语从句。尤其是 whereas 引导的对比并列、who 引导的定语从句修饰代词 others、以及不定式作宾语等，都是真题中反复出现的典型结构。掌握这个句式后，可以直接迁移到大量类似的对比论证句和因果探讨句。

I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence.

D段，第2句

“表示认知的动词加后接内容从句”以及“not only ... but also ...”都是常见、可迁移的句式。掌握这句的拆法后，能迁移到大量阅读和考试句子。

The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work.

D段，第7句

主句加宾语从句的结构在四六级和考研真题中高频出现，think 后接省略 that 的宾语从句是标准句式。宾语从句内部的并列谓语（系表结构与情态被动结构并列）也是常见模式。该句型具有较强的可迁移性，掌握后可应用于大量同类句子。

We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades.

E段，第1句

本句结构高度典型:主句加限制性定语从句、非限制性定语从句补充信息、目的状语加宾语从句,是学术写作和考试阅读中极为常见的复杂句式。"介词 + 关系代词" 引导定语从句、非限制性定语从句补充背景、不定式表目的、疑问词引导宾语从句,这些都是四六级和考研阅读的高频句式,掌握后可大量复用。

In addition, they held hard work in high regard.

F段，第2句

覆盖主谓宾和两种状语（递进状语、方式状语），成分种类有一定丰富度。"in high regard"作为固定搭配充当方式状语,可供练习介词短语作状语的识别。但整体成分配置较常规，无特别易错的陷阱或值得深挖的复杂点。

As a result, their math grades overtook those of the other students by the end of the first semester—and the gap between the two groups continued to widen during the two years we followed them.

G段，第4句

并列主句 + 嵌套定语从句的结构在四六级和考研阅读中非常常见,尤其是用 "and" 连接两个递进关系的主句来陈述实验或调查结果,是学术类文本的典型句式。定语从句修饰时间名词且省略关系词也是高频现象。本句的结构模式可大量迁移到类似的结果陈述句型中,代表性较强

For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

I段，第3句

but 连接的转折并列句、主句中嵌套定语从句、动名词短语作主语、介词短语作后置定语等结构,都是四六级和考研阅读中的高频句式。句子整体呈现出典型的学术或说明文风格,掌握后可迁移到大量类似长句的理解中,代表性强。

In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine.

J段，第1句

覆盖主语（含并列）、情态动词谓语、宾语、连接性状语、方式状语（含动名词短语和介词短语嵌套），成分类型较丰富；但主干过于直白，缺少易混淆的定语从句、宾语从句、形式主语等高频考点，练习价值中等。

I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high.

J段，第2句

主句加限制性定语从句的结构在四六级和考研阅读中高频出现，whose引导定语从句表示所属关系是考试常见考点。过去进行时在叙述背景或持续状态时常用。本句结构具有较强的代表性和复用价值。

Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork.

J段，第3句

对比状语从句（whereas）+ 定语从句修饰宾语 + 间接疑问作宾语从句，是四六级和考研阅读中的高频句式组合，掌握后可大量复用于理解科研、教育类长难句

After failing again and again, most animals give up hope.

第42题题干

本句是“状语 + 主语 + 谓语 + 宾语”的简单句，这种状语前置的结构在真题中常见，但本句过于简单，没有体现真题中常考的从句嵌套、复杂修饰等特征，代表性有限。

HIGH-FREQUENCY · 真题高频词

本篇出现的 113 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。

growth B1

n. 增长

本篇13次 · 真题 77 句

fixed B1

adj. 固定的

本篇10次 · 真题 21 句

learning A1

n. 学习

本篇9次 · 真题 120 句

intelligence B2

n. 智力

本篇6次 · 真题 48 句

lack B1

v. 缺少

本篇5次 · 真题 115 句

less A1

det. 较少的

本篇4次 · 真题 224 句

belief B1

n. 相信

本篇4次 · 真题 41 句

author A2

n. 作者

本篇3次 · 真题 244 句

likely A2

adj. 很可能的

本篇3次 · 真题 224 句

challenge B1

n. 挑战

本篇3次 · 真题 80 句

failure B1

n. 失败

本篇3次 · 真题 41 句

motivation B2

n. 动力

本篇3次 · 真题 19 句

attribute B2

n. 属性

本篇3次 · 真题 15 句

setback B2

n. 挫折

本篇3次 · 真题 15 句

genius B2

n. 天才

本篇3次 · 真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 466 句

focus B1

n. 重点

本篇2次 · 真题 107 句

type A2

n. 类型

本篇2次 · 真题 97 句

performance B1

n. 表演

本篇2次 · 真题 66 句

solve A2

v. 解决 (问题、困难)

本篇2次 · 真题 58 句

strategy B2

n. 策略

本篇2次 · 真题 53 句

workplace B1

n. 工作场所

本篇2次 · 真题 48 句

display B1

v. 展示

本篇2次 · 真题 38 句

achievement B1

n. 成就

本篇2次 · 真题 33 句

theory B1

n. 理论

本篇2次 · 真题 31 句

psychologist B2

n. 心理学家

本篇2次 · 真题 30 句

addition A2

n. 增加

本篇2次 · 真题 25 句

feedback B1

n. 反馈

本篇2次 · 真题 19 句

assess B2

v. 评估

本篇2次 · 真题 14 句

whereas B2

sc. 然而

本篇2次 · 真题 13 句

employee A2

n. 雇员, 员工

本篇1次 · 真题 194 句

effect A2

n. 影响

本篇1次 · 真题 156 句

design B1

n. 设计

本篇1次 · 真题 132 句

affect B1

v. 影响

本篇1次 · 真题 113 句

impact B2

n. 影响

本篇1次 · 真题 98 句

behavior B1

n. 行为

本篇1次 · 真题 92 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 90 句

opportunity B1

n. 机会

本篇1次 · 真题 89 句

amount A2

n. 数量

本篇1次 · 真题 87 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

sign A1

n. 标志

本篇1次 · 真题 78 句

decline B2

v. 下降

本篇1次 · 真题 73 句

later A1

adv. 以后, later

本篇1次 · 真题 70 句

academic B2

adj. 学术的

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

apply A2

v. 申请

本篇1次 · 真题 58 句

negative B1

adj. 否定的

本篇1次 · 真题 57 句

reward B1

n. 报酬

本篇1次·真题 56 句

seek B1

v. 寻找

本篇1次·真题 56 句

determine B2

v. 决定

本篇1次·真题 51 句

realize B1

v. 意识到, 认识到

本篇1次·真题 50 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 43 句

despite B1

prep. 尽管

本篇1次·真题 40 句

talent B1

n. 天赋

本篇1次·真题 39 句

enhance B2

v. 提高

本篇1次·真题 37 句

particular B2

adj. 特定的

本篇1次·真题 37 句

conclude B2

v. 断定;推断出

本篇1次·真题 36 句

significant B2

adj. 重要的

本篇1次·真题 36 句

indicate B2

v. 表明

本篇1次·真题 35 句

expectation B2

n. 期待;预期

本篇1次·真题 34 句

graduate B1

n. 毕业生

本篇1次·真题 34 句

muscle A2

n. 肌肉

本篇1次·真题 34 句

instance

B2

n. 例子

本篇1次·真题 33 句

agent

B2

n. 代理人

本篇1次·真题 32 句

cultivate

B2

v. 培养, 发展 (技能、态度、关系等)

本篇1次·真题 31 句

characteristic

B2

n. 特征

本篇1次·真题 30 句

gap

B1

n. 间隙

本篇1次·真题 28 句

ignore

B1

v. 忽视;不理睬

本篇1次·真题 26 句

beginning

A1

n. 开始

本篇1次·真题 25 句

concerned

B1

adj. 担心的

本篇1次·真题 23 句

aspect

B2

n. 方面

本篇1次·真题 22 句

criticism

B2

n. 批评

本篇1次·真题 22 句

typically

B1

adv. 通常, 一般

本篇1次·真题 22 句

basis

B2

n. 基础;根据

本篇1次·真题 21 句

investigate

B2

v. 调查

本篇1次·真题 21 句

tough

B1

adj. 困难的

本篇1次·真题 20 句

amazing

A2

adj. 令人惊奇的

本篇1次·真题 19 句

generate

B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题 19 句

hinder B2

v. 阻碍, 妨碍

本篇1次·真题 19 句

error A2

n. 错误

本篇1次·真题 18 句

counterpart C1

n. 对应的人或物

本篇1次·真题 17 句

differently A2

adv. 不同地

本篇1次·真题 17 句

strive B2

v. 努力, 奋斗, 力求

本篇1次·真题 17 句

passion B2

n. 强烈的情感

本篇1次·真题 16 句

accomplishment B2

n. 成就

本篇1次·真题 15 句

combination B1

n. 结合

本篇1次·真题 15 句

emphasize B2

v. 强调

本篇1次·真题 15 句

learner A2

n. 学习者

本篇1次·真题 15 句

regarding B2

prep. 关于

本篇1次·真题 15 句

statement B1

n. 声明

本篇1次·真题 15 句

blame B1

v. 责备

本篇1次·真题 14 句

encounter B2

v. 遇到

本篇1次·真题 14 句

naturally B1

adv. 自然地

本篇1次·真题 14 句

broad B1

adj. 宽阔的

本篇1次·真题 13 句

session B1

n. 会议;会期

本篇1次·真题 13 句

dramatic B2

adj. 巨大的

本篇1次·真题 12 句

flow B1

v. 流动

本篇1次·真题 12 句

overcome B2

v. 克服

本篇1次·真题 12 句

prompt B2

v. 促使

本篇1次·真题 12 句

semester B1

n. 学期 (尤指大学的半学年)

本篇1次·真题 12 句

skilled B1

adj. 熟练的

本篇1次·真题 12 句

description B1

n. 描述

本篇1次·真题 11 句

discourage B2

v. 使泄气

本篇1次·真题 11 句

psychology B2

n. 心理学

本篇1次·真题 11 句

resolve B2

v. 解决 (问题、困难)

本篇1次·真题 11 句

transition B2

n. 过渡

本篇1次·真题 11 句

inform B1

v. 告知, 通知 (正式地告诉某人某事)

本篇1次·真题 10 句

passive B2

adj. 被动的

本篇1次·真题 10 句

crack B1

v. 破裂

本篇1次·真题 8 句

frustration B2

n. 挫败感

本篇1次·真题 8 句

unaware

B2

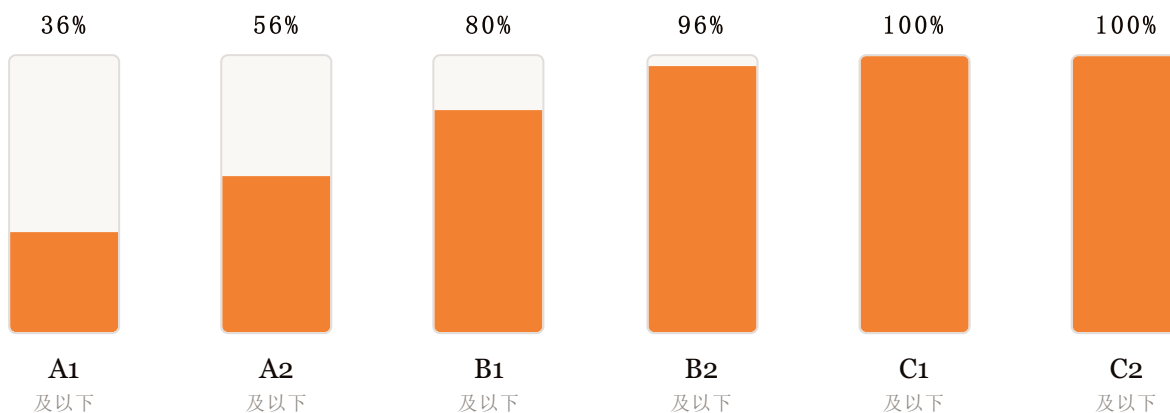
adj. 未察觉的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 341 词按 CEFR 难度累积覆盖

全文去重后共 **341** 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 341 个 · 末柱为 100%

去重总词数

341

B2 以上难词

4%

B1 及以下覆盖

80%

英语四级 2016年12月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →