

2021年6月·第1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2021年6月·第1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 10 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1套(2021-06) · 四级

Part III Section B

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

The start of high school doesn't have to be stressful

- A) This month, more than 4 million students across the nation will begin high school. Many will do well. But many will not. Consider that nearly two-thirds of students will experience the "ninth-grade shock," which refers to a dramatic drop in a student's academic performance. Some students cope with this shock by avoiding challenges. For instance, they may drop difficult coursework. Others may experience a hopelessness that results in failing their core classes, such as English, science and math. 本月,全国将有超过400万学生开始高中生活。许多人会表现良好,但许多人不会。考虑到近三分之二的学生将经历"九年级冲击",这指的是学生学业表现的急剧下降。一些学生通过逃避挑战来应对这种冲击。例如,他们可能会放弃困难的课程。其他人可能会经历一种绝望感,导致他们的核心课程(如英语、科学和数学)不及格。
- B) This should matter a great deal to parents, teachers and policymakers. Ultimately it should matter to the students themselves and society at large, because students' experience of transitioning(过渡) to the ninth grade can have long-term consequences not only for the students themselves but for their home communities. We make these observations as research psychologists who have studied how schools and families can help young people thrive. 这对家长、教师和政策制定者来说应该非常重要。最终它应该对学生自己和整个社会都很重要,因为学生过渡到九年级的经历不仅对学生自己,而且对他们的家庭社区都可能产生长期影响。我们作为研究学校和家庭如何帮助年轻人茁壮成长的心理学研究者提出这些观察结果。
- C) In the new global economy, students who fail to finish the ninth grade with passing grades in college preparatory coursework are very unlikely to graduate on time and go on to get jobs. One study has

calculated that the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more. This is based on higher earnings and avoided costs in health care, crime, welfare dependence and other things.

在新的全球经济中,未能以合格成绩完成九年级大学预备课程的学生极不可能按时毕业并继续找到工作。一项研究计算出,一个额外完成高中学业的学生为当地经济带来的终身收益是50万美元或更多。这是基于更高的收入以及在医疗保健、犯罪、福利依赖和其他方面避免的成本。

- D) The consequences of doing poorly in the ninth grade can impact more than students' ability to find a good job. It can also impact the extent to which they enjoy life. Students lose many of the friends they turned to for support when they move from the eighth to the ninth grade. One study of ninth-grade students found that 50 percent of friendships among ninth graders changed from one month to the next, signaling striking instability in friendships.

九年级表现不佳的后果不仅影响学生找到好工作的能力,还可能影响他们享受生活的程度。当学生从八年级升入九年级时,他们失去了许多曾经寻求支持的朋友。一项关于九年级学生的研究发现,50%的九年级学生友谊每月都在变化,这表明友谊的显著不稳定性。

- E) In addition, studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan. Researchers think that one explanation is that ties to friends are broken while academic demands are rising. Furthermore, most adult cases of clinical depression first emerge in adolescence(青春期). The World Health Organization reports that depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity.

此外,研究发现高中第一年通常显示出人一生中抑郁症增长最显著的时期之一。研究人员认为,一个解释是与朋友的联系被打破,而学业要求却在上升。此外,大多数成人临床抑郁症病例首次出现在青春期。世界卫生组织报告称,就治疗总成本和生产力损失而言,抑郁症在全球范围内具有最大的疾病负担。

- F) Given all that's riding on having a successful ninth grade experience, it pays to explore what can be done to meet the academic, social and emotional challenges of the transition to high school. So far, our studies have yielded one main insight: Students' beliefs about change—their beliefs about whether people are stuck one way forever, or whether people can change their personalities and abilities—are related to their ability to cope, succeed academically and maintain good mental health. Past research has called these beliefs "mindsets(思维模式)," with a "fixed mindset" referring to the belief that people cannot change and a "growth mindset" referring to the belief that people can change.

鉴于成功的九年级经历关系重大,探索可以做些什么来应对过渡到高中的学业、社交和情感挑战是值得的。到目前为止,我们的研究产生了一个主要见解:学生关于变化的信念——他们关于人是否永远固定不变,还是人可以改变其性格和能力的信念——与他们应对、学业成功和保持良好心理健康的能力有关。过去的研究将这些信念称为"思维模式",其中"固定型思维模式"指的是人们不能改变的信念,"成长型思维模式"指的是人们可以改变的信念。

- G) In one recent study, we examined 360 adolescents' beliefs about the nature of "smartness"—that is, their fixed mindsets about intelligence. We then assessed biological stress responses for students whose grades were dropping by examining their stress hormones(荷尔蒙). Students who believed that intelligence is fixed—that you are stuck being "not smart" if you struggle in school—showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade. If students believed that intelligence could improve—that is to say, when they held more of a growth mindset of intelligence—they showed lower levels of stress hormones when their grades were

declining. This was an exciting result because it showed that the body's stress responses are not determined solely by one's grades. Instead, declining grades only predicted worse stress hormones among students who believed that worsening grades were a permanent and hopeless state of affairs.

在最近的一项研究中,我们考察了360名青少年关于"聪明"本质的信念——即他们关于智力的固定型思维模式。然后,我们通过检查压力荷尔蒙来评估成绩下降学生的生物压力反应。那些相信智力是固定的学生——即如果你在学校学习困难,你就会一直"不聪明"——在九年级开始时成绩下降时显示出更高水平的压力荷尔蒙。如果学生相信智力可以提高——也就是说,当他们对智力持有更多成长型思维模式时——他们在成绩下降时显示出较低水平的压力荷尔蒙。这是一个令人兴奋的结果,因为它表明身体的压力反应并非完全由一个人的成绩决定。相反,成绩下降只在那些相信成绩恶化是一种永久且无望的状态的学生中预示着更糟糕的压力荷尔蒙。

- H) We also investigated the social side of the high school transition. In this study, instead of teaching students that their smartness can change, we taught them that their social standing—that is, whether they are bullied or excluded or left out—can change over time. We then looked at high school students' stress responses to daily social difficulties. That is, we taught them a growth mindset about their social lives. In this study, students came into the laboratory and were asked to give a public speech in front of upper-year students. The topic of the speech was what makes one popular in high school. Following this, students had to complete a difficult mental math task in front of the same upper-year students.

我们还调查了高中过渡的社交方面。在这项研究中,我们没有教学生他们的聪明才智可以改变,而是教他们他们的社交地位——即他们是否被欺凌、排斥或冷落——可以随时间改变。然后我们观察了高中生对日常社交困难的压力反应。也就是说,我们教给他们关于社交生活的成长型思维模式。在这项研究中,学生来到实验室,被要求在高年级学生面前发表公开演讲。演讲的主题是什么使一个人在高中受欢迎。在此之后,学生必须在同样的高年级学生面前完成一项困难的心算任务。

- I) Experiment results showed that students who were not taught that people can change showed poor stress responses. When these students gave the speech, their blood vessels contracted and their hearts pumped less blood through the body—both responses that the body shows when it is preparing for damage or defeat after a physical threat. Then they gave worse speeches and made more mistakes in math. But when students were taught that people can change, they had better responses to stress, in part because they felt like they had the resources to deal with the demanding situation. Students who got the growth mindset intervention(干预) showed less-contracted blood vessels and their hearts pumped more blood—both of which contributed to more oxygen getting to the brain, and, ultimately, better performance on the speech and mental math tasks.

实验结果显示,没有被教导人可以改变的学生表现出不良的压力反应。当这些学生发表演讲时,他们的血管收缩,心脏泵送的血液减少——这两种反应都是身体在遭受身体威胁后为损伤或失败做准备时表现出的。然后他们的演讲更差,数学错误更多。但当学生被教导人可以改变时,他们对压力有更好的反应,部分原因是他们觉得自己有资源来应对这种要求高的情况。接受成长型思维模式干预的学生显示出较少收缩的血管,他们的心脏泵送更多血液——这两者都有助于更多氧气到达大脑,并最终在演讲和心算任务上取得更好的表现。

- J) These findings lead to several possibilities that we are investigating further. First, we are working to replicate(复制) these findings in more diverse school communities. We want to know in which types of schools and for which kinds of students these growth mindset ideas help young people adapt to the challenges of high school. We also hope to learn how teachers, parents or school counselors can help

students keep their ongoing academic or social difficulties in perspective. We wonder what would happen if schools helped to make beliefs about the potential for change and improvement a larger feature of the overall school culture, especially for students starting the ninth grade.

这些发现带来了我们正在进一步调查的几种可能性。首先,我们正在努力在更多样化的学校社区中复制这些发现。我们想知道在哪些类型的学校以及对哪些类型的学生,这些成长型思维模式理念能帮助年轻人适应高中的挑战。我们还希望了解教师、家长或学校辅导员如何帮助学生正确看待他们持续的学业或社交困难。我们想知道,如果学校帮助使关于变化和进步潜力的信念成为整体学校文化的一个更大特征,尤其是对于刚开始九年级的学生,会发生什么。

陈述句与逐句解析

36. The number of people experiencing depression shows a sharp increase in the first year of high school.

经历抑郁的人数在高中第一年出现急剧增长。

【答案】 E 段 (强锚点)

【锚点】 抑郁人数在高中第一年陡增

【定位】 studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan

研究发现,高中第一年通常呈现出人一生中抑郁增幅最大的年份之一。

【改写】 The number of people experiencing depression ↔ **increases in depression**

经历抑郁的人数等价于抑郁的升幅

sharp increase ↔ **one of the greatest increases**

急剧升高=史上最大升幅之一

the first year of high school ↔ **the first year of high school**

原样复现

【辨邻】 A A段的关键描述是a dramatic drop in a student's academic performance, 与抑郁完全不同;它只与题干的入学时间点相邻,并未提抑郁。

nearly two-thirds of students will experience the "ninth-grade shock," which refers to a dramatic drop in a student's academic performance

37. According to one study, students' academic performance is not the only decisive factor of their stress responses.

根据一项研究,学生的学业表现并非其压力反应的唯一决定性因素。

【答案】 G 段 (强锚点)

【锚点】 学业表现不是压力反应的唯一决定因素

【定位】 This was an exciting result because it showed that the body's stress responses are not determined solely by one's grades.

这是一个令人振奋的结果,因为它表明身体的压力反应并非仅仅由成绩决定。

【改写】 students' academic performance ↔ **one's grades**

学业表现=成绩

is not the only decisive factor ↔ **are not determined solely by**

并非唯一决定因素=并非仅被...决定

stress responses ↔ **the body's stress responses**

原样复现

【辨邻】 I I段的核心是Students who got the growth mindset intervention带来更好的生理反应，未提是否仅由成绩决定。

Students who got the growth mindset intervention(干预) showed less-contracted blood vessels and their hearts pumped more blood

38. Researchers would like to explore further how parents and schools can help ninth graders by changing their mindset.

研究人员希望进一步探索家长和学校如何通过改变九年级学生的心态来帮助他们。

【答案】 J 段(强锚点)

【锚点】 研究者想进一步探索家长与学校如何通过改变思维模式帮助九年级生

【定位】 We also hope to learn how teachers, parents or school counselors can help students keep their ongoing academic or social difficulties in perspective.

我们还希望了解教师、家长或学校辅导员如何帮助学生以恰当的视角看待他们持续存在的学业或社交困难。

【改写】 Researchers would like to explore further ↔

These findings lead to several possibilities that we are investigating further

想进一步探索=正在进一步研究

parents and schools ↔ **teachers, parents or school counselors**

学校=学校里的教师与辅导员

ninth graders ↔ **students starting the ninth grade**

九年级生=刚进入九年级的学生

changing their mindset ↔ **beliefs about the potential for change and improvement**

改变思维模式=关于改变之潜力的信念

【辨邻】 F F段说的是当前研究迄今得到的主要洞见our studies have yielded one main insight，并未提及未来要做的事。

our studies have yielded one main insight: Students' beliefs about change

39. According to one study, each high school graduate contributes at least 500,000 dollars to the local economy.

根据一项研究,每位高中毕业生为当地经济贡献至少50万美元。

【答案】 C 段 (强锚点)

【锚点】 每名高中毕业生至少为当地经济贡献五十万美元

【定位】 One study has calculated that the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more.

一项研究算出, 每多一名读完高中的学生, 给当地经济带来的终身效益是五十万美元或更多。

【改写】 each high school graduate ↔ a single additional student who completes high school

每一名毕业生=每多一名读完高中的学生

contributes at least 500,000 dollars ↔

the lifetime benefit to the local economy ... is half a million dollars or more

至少五十万美元=五十万美元或更多

the local economy ↔ the local economy

原样复现

40. In one study, students were told their social position in school is not unchangeable.

在一项研究中,学生被告知他们在学校的社会地位并非一成不变。

【答案】 H 段 (强锚点)

【锚点】 被告知其在学校的社交地位并非不可改变

【定位】 we taught them that their social standing—that is, whether they are bullied or excluded or left out—can change over time

我们告诉他们, 他们的社交地位——也就是说, 他们是否被霸凌、被排斥或被冷落——是可以随时间改变的。

【改写】 students were told ↔ we taught them

被告知=我们教他们

their social position in school ↔ their social standing

校内社交位置=社交地位

is not unchangeable ↔ can change over time

并非不可改变=可以随时间改变

【辨邻】 F F段讨论的是whether people can change their personalities and abilities, 并未提及social standing或bully/exclude等具体社交内容。

a "growth mindset" referring to the belief that people can change

41. It is reported that depression results in enormous economic losses worldwide.

据报道,抑郁症在全球造成巨大的经济损失。

【答案】 E 段 (强锚点)

【锚点】 抑郁造成全球巨大经济损失

【定位】 The World Health Organization reports that depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity.

世界卫生组织报告称,抑郁是全球疾病负担最重的,体现在治疗的总成本和生产力的损失上。

【改写】 It is reported ↔ The World Health Organization reports

被动据报道=具名机构的reports

depression results in enormous economic losses ↔

depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity

巨大经济损失=治疗成本+生产力损失这一负担

worldwide ↔ worldwide

原样复现

【辨邻】 C C段讨论the lifetime benefit to the local economy, 是单个学生对地方经济的正向贡献, 与全球性的经济损失方向相反。

the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more

42. One study showed that friendships among ninth graders were far from stable.

一项研究显示,九年级学生之间的友谊远非稳定。

【答案】 D 段 (强锚点)

【锚点】 九年级生友谊远谈不上稳定

【定位】 One study of ninth-grade students found that 50 percent of friendships among ninth graders changed from one month to the next, signaling striking instability in friendships.

一项针对九年级学生的研究发现,九年级生之间百分之五十的友谊在前后两个月间发生了变化,显示出友谊明显的不稳定。

【改写】 friendships among ninth graders ↔ friendships among ninth graders

原样复现

far from stable ↔ striking instability in friendships

绝非稳定=显著不稳定

43. More than half of students will find their academic performance declining sharply when they enter the ninth grade.

超过半数的学生在进入九年级时会发现自己的学业表现急剧下降。

【答案】 **A** 段 (强锚点)

【锚点】 过半数学生进入九年级后学业表现急剧下滑

【定位】 Consider that nearly two-thirds of students will experience the "ninth-grade shock," which refers to a dramatic drop in a student's academic performance.

想想看：将近三分之二的学生会经历所谓的九年级冲击——指学生学业表现的急剧下滑。

【改写】 More than half of students ↔ **nearly two-thirds of students**

过半=接近三分之二

their academic performance declining sharply ↔

a dramatic drop in a student's academic performance

学业表现急剧下滑=学业表现显著下降

when they enter the ninth grade ↔ **experience the "ninth-grade shock"**

进入九年级即九年级冲击发生时点

【辨邻】 **G** 段聚焦Students who believed that intelligence is fixed这一部分学生的反应，未给出涵盖整体的过半数比例。

Students who believed that intelligence is fixed—that you are stuck being "not smart" if you struggle in school—showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade

44. Researchers found through experiments that students could be taught to respond to stress in a more positive way.

研究人员通过实验发现,可以教会学生以更积极的方式应对压力。

【答案】 **I** 段 (强锚点)

【锚点】 实验发现学生可被教导以更积极方式应对压力

【定位】 But when students were taught that people can change, they had better responses to stress, in part because they felt like they had the resources to deal with the demanding situation.

但是当学生被教导人可以改变时，他们对压力的反应变得更好，部分原因在于他们感到自己拥有应对挑战情境的资源。

【改写】 through experiments ↔ **Experiment results showed that**

通过实验=实验结果显示

students could be taught ↔ **when students were taught**

可以被教导=被教导这一假设条件

respond to stress in a more positive way ↔ **they had better responses to stress**

更积极方式应对压力=对压力的反应更好

【辨邻】 H H段交代的是研究流程：students came into the laboratory and were asked to give a public speech，并未陈述更好的压力反应这一结果。

we taught them a growth mindset about their social lives

G G段考察的是学生原本就持有的信念差异下的反应，关键句是If students believed that intelligence could improve，并未实施教导干预。

If students believed that intelligence could improve—that is to say, when they held more of a growth mindset of intelligence—they showed lower levels of stress hormones when their grades were declining

45. It is beneficial to explore ways to cope with the challenges facing students entering high school.

探索应对刚进入高中的学生所面临挑战的方法是有意义的。

【答案】 F 段（弱锚点）

【锚点】 探索如何应对高中新生面临的挑战是有意义的

【定位】 Given all that's riding on having a successful ninth grade experience, it pays to explore what can be done to meet the academic, social and emotional challenges of the transition to high school.

鉴于成功度过九年级这件事关乎甚多，探索能采取哪些措施以应对升入高中所带来的学业、社交和情感挑战是值得的。

【改写】 It is beneficial to explore ways ↔ it pays to explore what can be done

值得探索=有益地探索可做什么

cope with the challenges ↔ meet the academic, social and emotional challenges

应对挑战=直面学业社交情感挑战

students entering high school ↔ the transition to high school

进入高中的学生=向高中过渡这一过程的主体

【辨邻】 B B段的核心表态是This should matter a great deal to parents, teachers and policymakers，关注点在该不该被重视，而非探索方法的有益性。

This should matter a great deal to parents, teachers and policymakers

J J段说的是研究者下一步要做什么、想知道什么，未给出beneficial这种价值判断；其表述如We want to know in which types of schools都属于具体计划。

We want to know in which types of schools and for which kinds of students these growth mindset ideas help young people adapt to the challenges of high school

PARAGRAPH MAP • 段落主旨图

10 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 本月全美超四百万学生升入高中，但近三分之二会遭遇九年级学业表现急剧下滑的所谓九年级冲击，有的躲难、有的在英语数学等核心科目挂科。

信息指纹 九年级冲击与四百万新生

B 九年级过渡对家长、老师、政策制定者，乃至学生本人与所在社区都极重要；作者以研究心理学家的身份作出这些观察。

信息指纹 研究者身份与利益相关方

C 九年级若未带着升大学预备课程的及格成绩通过，几乎不可能按时毕业并就业；一项研究算出，每多一名学生读完高中，给当地经济带来的终身效益至少五十万美元。

信息指纹 高中毕业生的五十万美元终身效益

D 九年级表现差不仅影响日后就业，也影响生活乐趣；学生升入九年级会失去许多原本依靠的朋友，一项研究发现九年级生五成的友谊在一个月内就会变。

信息指纹 九年级友谊一个月翻一半

E 研究发现，高中头一年是人一生中抑郁增幅最大的年份之一；多数成人临床抑郁首发于青春期；世卫组织报告抑郁是全球疾病负担最重的，治疗与生产力损失成本巨大。

信息指纹 抑郁全球疾病负担最重

F 鉴于九年级如此重要，值得探索如何应对学业、社交与情感挑战；研究目前的核心发现是：学生关于人能否改变的信念（思维模式）与他们的应对、学业表现及心理健康相关；提出固定型与成长型思维两类。

信息指纹 思维模式两分：固定型与成长型

G 一项对三百六十名青少年关于智力是否固定信念的研究：相信智力固定的学生在成绩下滑时压力荷尔蒙更高，而持成长型思维者更低；这说明压力反应并非只由成绩决定。

信息指纹 三百六十名青少年的智力思维实验

H 研究者也考察高中过渡的社交一面：教学生其社会地位（是否被霸凌、被排挤）可随时间改变，即对社交灌输成长型思维；让学生在高级生面前演讲并做心算任务，以观察其每日社交困境的压力反应。

信息指纹 对社交地位灌输成长型思维

I 实验结果显示：未被教导人可改变的学生压力反应糟糕——血管收缩、心脏泵血减少，演讲与数学也更差；被教导成长型思维者反应更好，血管收缩更轻、泵血更多，大脑供氧更足，表现也更好。

信息指纹 成长型思维干预改善血管与心脏反应

J 这些发现引出多项后续研究：要在更多元的学校群体中复制；想知道这些成长型思维理念对哪类学校、哪类学生有效；并希望了解教师、家长或学校辅导员如何帮助学生看待持续的学业或社交困难；甚至探讨学校能否让相信改变的潜力成为整体校园文化的更大特征。

信息指纹 三类人协助九年级与校园文化

SENTENCE INSIGHTS • 句子精讲

22 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。

For instance, they may drop difficult coursework.

A段，第6句

情态动词 may 表推测是四六级、考研阅读中的常见用法，插入性状语也是典型的书面语结构，具有一定代表性；但句子整体过于简短、结构单一，未涉及从句或复杂修饰，作为句式范例的广度有限。

Ultimately it should matter to the students themselves and society at large, because students' experience of transitioning(过渡) to the ninth grade can have long-term consequences not only for the students themselves but for their home communities.

B段，第2句

主句加原因状语从句是四六级和考研阅读中的高频句式;从句中带所有格和介词短语修饰的长主语、情态动词谓语、并列结构修饰宾语,都是真题常见模式;掌握此句型可迁移到大量类似结构的句子理解中

In the new global economy, students who fail to finish the ninth grade with passing grades in college preparatory coursework are very unlikely to graduate on time and go on to get jobs.

C段，第1句

本句结构高度典型:主句含状语+主语(被定语从句修饰)+系表结构,定语从句用关系代词 who 引导修饰人,这是四六级和考研阅读中最常见的复合句模式之一。主语被定语从句分隔的现象也是真题考点,掌握这类结构后可直接迁移到大量类似长难句的分析。

It can also impact the extent to which they enjoy life.

D段，第2句

定语从句修饰抽象名词(extent/degree/way等)在四六级和考研阅读中高频出现,且"介词+关系代词"是常考句式。主句用情态动词也很典型。掌握本句结构后,可迁移到大量类似句型,实用性强。

In addition, studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan.

E段，第1句

"研究表明/发现 + 宾语从句"是常见书面句式，考试阅读中很有代表性。掌握这种外层报告动词加内容从句的结构后，迁移面很广。

Researchers think that one explanation is that ties to friends are broken while academic demands are rising.

E段，第2句

多层从句嵌套结构（宾语从句包含表语从句再包含状语从句）是四六级和考研阅读中的高频句式，且 think that、is that、while 等都是常见连接模式。掌握这种嵌套结构的拆解方法后，可以直接迁移到大量真题长句中，代表性很强

Furthermore, most adult cases of clinical depression first emerge in adolescence(青春期).

E段，第3句

本句成分种类较单一：主语、谓语、时间状语、地点状语（或时间状语），覆盖了基本句型成分，但没有宾语、表语、定语从句、宾语补足语等更丰富的成分类型，也没有明显的易错点（如形式主语、双宾语、复杂修饰结构）。作为练习句收益有限。

So far, our studies have yielded one main insight: Students' beliefs about change—their beliefs about whether people are stuck one way forever, or whether people can change their personalities and abilities—are related to their ability to cope, succeed academically and maintain good mental health.

F段，第2句

本句涵盖主谓宾、主系表、时间状语、方式状语、介词宾语、同位语、插入成分等多种句子成分，尤其同位语的识别(冒号引出和破折号插入两种形式)、whether 从句作介词宾语、以及长距离主谓分隔的处理,都是学生需要重点训练的易错点。成分种类丰富且具有代表性的难点,作为划分成分的练习句价值较高。

In one recent study, we examined 360 adolescents' beliefs about the nature of "smartness"—that is, their fixed mindsets about intelligence.

G段，第1句

简单句主谓宾结构配以状语和同位语,是学术写作和考试阅读中的常见句式。特别是用破折号和"that is"引出同位语进行解释说明,是典型的书面语表达方式,掌握后可大量迁移到类似场景。

We then assessed biological stress responses for students whose grades were dropping by examining their stress hormones(荷尔蒙).

G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 引导的定语从句修饰主句中的名词、介词短语作后置修饰、动名词作介词宾语等都是典型句式,学生掌握后可以迁移到大量类似长句的分析中,具有较强的代表性和复用价值。

Students who believed that intelligence is fixed—that you are stuck being "not smart" if you struggle in school—showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade.

G段，第3句

该句是攻克长难句“主谓分离”和“多层嵌套”两大痛点的典型素材，建议作为结构分析的重点攻关句。

If students believed that intelligence could improve—that is to say, when they held more of a growth mindset of intelligence—they showed lower levels of stress hormones when their grades were declining.

G段，第4句

覆盖宾语从句识别、条件与时间状语从句区分、情态动词结构判定、过去进行时应用、从句嵌套关系梳理等多个易错点，是练习复合句成分划分的优质材料。

Instead, declining grades only predicted worse stress hormones among students who believed that worsening grades were a permanent and hopeless state of affairs.

G段，第6句

主句+定语从句+宾语从句的三层嵌套结构,是四六级和考研阅读中的高频句式;定语从句修饰主句名词、宾语从句作动词宾语的组,在真题长难句中反复出现,掌握后可大量复用,典型性很高。

In this study, instead of teaching students that their smartness can change, we taught them that their social standing—that is, whether they are bullied or excluded or left out—can change over time.

H段，第2句

句子成分丰富且有多个易错点：双宾语结构 taught them that...、形式复杂的同位语 that is, whether...、并列谓语 are bullied or excluded or left out、以及多层嵌套的从句结构，适合作为划分成分的综合练习句。

That is, we taught them a growth mindset about their social lives.

H段，第4句

“主语 + 谓语 + 间接宾语 + 直接宾语”是很常见也很值得掌握的基础句型。再加一个名词后置修饰，也属于阅读中经常出现的典型写法。

Experiment results showed that students who were not taught that people can change showed poor stress responses.

I段，第1句

本句覆盖了主谓宾、宾语从句、定语从句、被动语态谓语、情态动词谓语等多种成分和结构，且存在两个易错点：一是定语从句插在宾语从句主语和谓语之间，易误判主干；二是两个 that 功能不同（一个引导宾语从句、一个引导嵌套宾语从句），需辨析。作为成分划分练习句，覆盖面广且有代表性易错点。

When these students gave the speech, their blood vessels contracted and their hearts pumped less blood through the body—both responses that the body shows when it is preparing for damage or defeat after a physical threat.

I段，第2句

本句结构层次丰富但不过分怪异，既能训练并列与嵌套，也能顺带比较几个分句的时态作用。对句子结构和时态综合训练来说，属于很值得优先练习的一类。

Students who got the growth mindset intervention(干预) showed less-contracted blood vessels and their hearts pumped more blood—both of which contributed to more oxygen getting to the brain, and, ultimately, better performance on the speech and mental math tasks.

I段，第5句

并列主句加嵌套定语从句的组合,以及非限制性定语从句补充说明结果的用法,在四六级和考研阅读中极为常见。尤其是"both of which"引导的非限制性定语从句用来总结前文多个要点并引出因果关系,是学术文章和科普材料的典型句式,掌握后可大量复用。

First, we are working to replicate(复制) these findings in more diverse school communities.

J段，第2句

简单句加不定式目的状语是四六级和考研阅读中的常见句式，学术文本和说明文中经常出现；但本句结构过于简单，缺少从句和复杂修饰，作为典型真题句式的代表性中等偏上

We wonder what would happen if schools helped to make beliefs about the potential for change and improvement a larger feature of the overall school culture, especially for students starting the ninth grade.

J段，第5句

主句加宾语从句、宾语从句内嵌套条件状语从句、虚拟语气的 if 假设结构，都是四六级和考研阅读中的高频句式。make 加宾语补足语结构和定语层层修饰的名词短语也是典型考点，掌握后可大量迁移到同类句子。

It is reported that depression results in enormous economic losses worldwide.

第41题 题干

"It is + 过去分词 + that 从句" 是四六级和考研阅读中的高频句式，用于客观陈述或引用观点。这种形式主语结构在学术和新闻语体中极为常见，掌握后可大量迁移到类似句型，如 It is believed/estimated/suggested that 等。

One study showed that friendships among ninth graders were far from stable.

第42题 题干

"主句 + that 引导宾语从句" 是四六级和考研阅读中极为常见的句式，研究类文本经常使用这种结构陈述发现，掌握后可大量复用到类似语境。

本篇出现的 111 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。

stress

B1

n. 压力

本篇11次 · 真题 102 句

mindset

B2

n. 思维模式

本篇9次 · 真题 20 句

response

B1

n. 回答

本篇7次 · 真题 47 句

belief

B1

n. 相信

本篇7次 · 真题 41 句

academic

B2

adj. 学术的

本篇6次 · 真题 69 句

growth

B1

n. 增长

本篇5次 · 真题 77 句

depression

B2

n. 抑郁症

本篇5次 · 真题 31 句

challenge

B1

n. 挑战

本篇4次 · 真题 80 句

decline

B2

v. 下降

本篇4次 · 真题 73 句

performance

B1

n. 表演

本篇4次 · 真题 66 句

intelligence

B2

n. 智力

本篇4次 · 真题 48 句

hormone

B2

n. 激素，荷尔蒙

本篇4次 · 真题 9 句

researcher

B2

n. 研究人员

本篇3次 · 真题 239 句

mental

B1

adj. 精神的

本篇3次 · 真题 86 句

economy B1

n. 经济

本篇3次 · 真题 58 句

explore B1

v. 探索

本篇3次 · 真题 40 句

cope B2

v. 应对

本篇3次 · 真题 21 句

fixed B1

adj. 固定的

本篇3次 · 真题 21 句

transition B2

n. 过渡

本篇3次 · 真题 11 句

grader B2

n. 评分者

本篇3次 · 真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 466 句

local A2

adj. 当地的

本篇2次 · 真题 150 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 139 句

million A2

num. 一百万

本篇2次 · 真题 119 句

finding B2

n. 调查结果

本篇2次 · 真题 99 句

impact B2

n. 影响

本篇2次 · 真题 98 句

community B1

n. 社区

本篇2次 · 真题 81 句

contribute B1

v. 捐献

本篇2次 · 真题 74 句

loss B1

n. 丧失

本篇2次 · 真题 46 句

further B1

adv. 更远地

本篇2次 · 真题 41 句

consequence

B2

n. 结果

本篇2次·真题 38 句

graduate

B1

n. 毕业生

本篇2次·真题 34 句

ultimately

B2

adv. 最终/终归

本篇2次·真题 23 句

investigate

B2

v. 调查

本篇2次·真题 21 句

worldwide

B1

adj. 全世界的

本篇2次·真题 21 句

shock

B1

n. 震惊

本篇2次·真题 17 句

pump

B1

n. 泵

本篇2次·真题 16 句

less

A1

det. 较少的

本篇1次·真题 224 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

support

A2

v. 支持

本篇1次·真题 118 句

physical

B1

adj. 身体的

本篇1次·真题 98 句

type

A2

n. 类型

本篇1次·真题 97 句

base

A2

n. 基础

本篇1次·真题 95 句

case

A2

n. 情况

本篇1次·真题 89 句

according

B1

prep. 根据

本篇1次·真题 88 句

least B2

det. 最少的

本篇1次·真题 84 句

global B2

adj. 全球的

本篇1次·真题 81 句

factor B1

n. 因素

本篇1次·真题 77 句

organization B1

n. 组织

本篇1次·真题 76 句

potential B2

adj. 潜在的

本篇1次·真题 63 句

economic B2

adj. 经济的

本篇1次·真题 62 句

positive B1

adj. 积极的

本篇1次·真题 62 句

damage B1

n. 损害

本篇1次·真题 55 句

resource B1

n. 资源

本篇1次·真题 54 句

struggle B1

v. 奋斗

本篇1次·真题 54 句

determine B2

v. 决定

本篇1次·真题 51 句

nation B1

n. 国家

本篇1次·真题 51 句

demand B1

v. 坚决要求

本篇1次·真题 50 句

emotional B1

adj. 情绪的

本篇1次·真题 50 句

maintain B1

v. 维持

本篇1次·真题 44 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本篇1次·真题 42 句

overall B1

adj. 总体的
本篇1次·真题 39 句

feature B1

n. 特征
本篇1次·真题 37 句

personality B1

n. 个性
本篇1次·真题 35 句

respond B1

v. 回答, 答复
本篇1次·真题 35 句

instance B2

n. 例子
本篇1次·真题 33 句

productivity B2

n. 生产率
本篇1次·真题 30 句

psychologist B2

n. 心理学家
本篇1次·真题 30 句

improvement B1

n. 改进
本篇1次·真题 29 句

related B1

adj. 相关的
本篇1次·真题 28 句

threat B1

n. 威胁
本篇1次·真题 28 句

addition A2

n. 增加
本篇1次·真题 25 句

beginning A1

n. 开始
本篇1次·真题 25 句

possibility B1

n. 可能性
本篇1次·真题 24 句

additional B1

adj. 额外的
本篇1次·真题 22 句

crime A2

n. 犯罪行为
本篇1次·真题 22 句

typically B1

adv. 通常, 一般
本篇1次·真题 22 句

yield B2

v. 产生

本篇1次·真题 22 句

enormous B1

adj. 巨大的

本篇1次·真题 21 句

signal B1

n. 信号

本篇1次·真题 20 句

burden B2

n. 负担

本篇1次·真题 18 句

emerge B2

v. 出现;浮现

本篇1次·真题 18 句

intervention C1

n. 干预

本篇1次·真题 16 句

stable B1

adj. 稳定的

本篇1次·真题 16 句

beneficial B2

adj. 有益的

本篇1次·真题 15 句

perspective B2

n. 观点

本篇1次·真题 15 句

assess B2

v. 评估

本篇1次·真题 14 句

contract B2

n. 合同

本篇1次·真题 14 句

diverse B2

adj. 多种多样的

本篇1次·真题 14 句

exciting A2

adj. 令人兴奋的

本篇1次·真题 14 句

lifetime B1

n. 一生, 终生

本篇1次·真题 13 句

thrive B2

v. 茁壮成长

本篇1次·真题 13 句

dramatic B2

adj. 巨大的

本篇1次·真题 12 句

insight B2

n. 洞察力

本篇1次·真题 12 句

ongoing B2

adj. 持续进行的

本篇1次·真题 12 句

worsen B2

v. (使)恶化;(使)变得更糟

本篇1次·真题 12 句

calculate B1

v. 计算

本篇1次·真题 11 句

explanation B1

n. 解释

本篇1次·真题 11 句

lifespan B2

n. 寿命

本篇1次·真题 11 句

permanent B2

adj. 永久的

本篇1次·真题 11 句

poorly B1

adv. 糟糕地

本篇1次·真题 11 句

welfare B2

n. 福利

本篇1次·真题 11 句

clinical B2

adj. 临床的

本篇1次·真题 10 句

furthermore B2

adv. 此外

本篇1次·真题 10 句

sharp A2

adj. 锋利的, 尖锐的

本篇1次·真题 10 句

cannot A1

aux. 不能

本篇1次·真题 9 句

extent B2

n. 程度

本篇1次·真题 9 句

unlikely B1

adj. 不太可能的

本篇1次·真题 9 句

affair B2

n. 事务

本篇1次·真题 8 句

stressful

B1

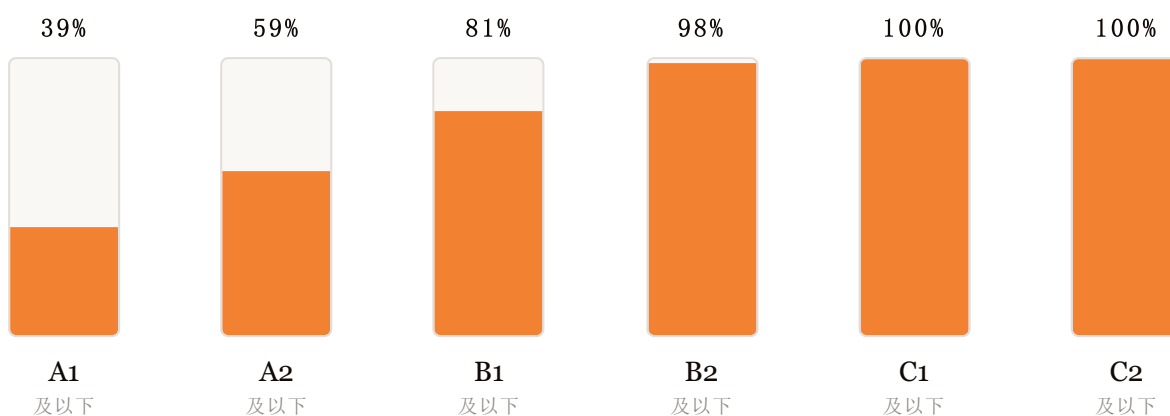
adj. 压力大的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 330 词按 CEFR 难度累积覆盖

全文去重后共 **330** 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 8 个 · 约 2%。



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 330 个 · 末柱为 100%

去重总词数

330

B2 以上难词

2%

B1 及以下覆盖

81%

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）	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 →