

2021年6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2021年6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(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**.

What happens when a language has no words for numbers?

A) Numbers do not exist in all cultures. There are numberless hunter-gatherers in Amazonia, living along branches of the world's largest river tree. Instead of using words for precise quantities, these people rely exclusively on terms similar to "a few" or "some." In contrast, our own lives are governed by numbers. As you read this, you are likely aware of what time it is, how old you are, your checking account balance, your weight and so on. The exact numbers we think with impact everything in our lives.

并非所有文化中都存在数字。在亚马逊流域,世界最大河流的支流沿岸生活着一些没有数字的狩猎采集者。这些人不使用表示精确数量的词语,而是完全依赖类似于"一些"或"若干"的术语。相比之下,我们自己的生活受数字支配。当你阅读这篇文章时,你很可能知道现在是几点、你多大年纪、你的支票账户余额、你的体重等等。我们思考时使用的精确数字影响着我们生活中的一切。

B) But, in a historical sense, number-conscious people like us are the unusual ones. For the bulk of our species' approximately 200,000-year lifespan, we had no means of precisely representing quantities. What's more, the 7,000 or so languages that exist today vary dramatically in how they utilize numbers.

但从历史角度来看,像我们这样有数字意识的人才是不寻常的。在我们这个物种大约20万年的生命历程中的大部分时间里,我们没有精确表示数量的手段。而且,当今存在的大约7000种语言在如何使用数字方面差异巨大。

C) Speakers of anumeric, or numberless, languages offer a window into how the invention of numbers reshaped the human experience. Cultures without numbers, or with only one or two precise numbers,

include the Mundurucu and Piraha in Amazonia. Researchers have also studied some adults in Nicaragua who were never taught number words. Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four. In an experiment, a researcher will place nuts into a can one at a time and then remove them one by one. The person watching is asked to signal when all the nuts have been removed. Responses suggest that anumeric people have some trouble keeping track of how many nuts remain in the can, even if there are only four or five in total.

使用无数字语言或没有数字的语言的人为我们提供了一个窗口,让我们了解数字的发明如何重塑了人类的经历。没有数字或只有一两个精确数字的文化包括亚马逊流域的Mundurucu人和Piraha人。研究人员还研究了尼加拉瓜的一些从未被教过数字词的成年人。没有数字的情况下,健康的成年人很难精确区分和回忆低至四的数量。在一个实验中,研究人员会将坚果一次一个地放入罐中,然后再一个一个地取出。观看的人被要求在所有坚果都被取出时发出信号。回应表明,无数字的人在追踪罐中还剩多少坚果时会遇到困难,即使总共只有四五个。

- D) This and many other experiments have led to a simple conclusion: When people do not have number words, they struggle to make quantitative distinctions that probably seem natural to someone like you or me. While only a small portion of the world's languages are anumeric or nearly anumeric, they demonstrate that number words are not a human universal.

这个实验和许多其他实验得出了一个简单的结论:当人们没有数字词时,他们很难做出对你我这样的人来说可能很自然的数量区分。虽然世界上只有一小部分语言是无数字或接近无数字的,但它们证明了数字词并非人类的共性。

- E) It is worth stressing that these anumeric people are cognitively(在认知方面) normal, well-adapted to the surroundings they have dominated for centuries. As a child, I spent some time living with anumeric people, the Piraha who live along the banks of the black Maici River. Like other outsiders, I was continually impressed by their superior understanding of the ecology we shared. Yet numberless people struggle with tasks that require precise discrimination between quantities. Perhaps this should be unsurprising. After all, without counting, how can someone tell whether there are, say, seven or eight coconuts(椰子) in a tree? Such seemingly straightforward distinctions become blurry through numberless eyes.

值得强调的是,这些无数字的人在认知方面是正常的,很好地适应了他们统治了数百年的环境。作为一个孩子,我曾与无数字的人——生活在黑色Maici河岸边的Piraha人——一起生活过一段时间。像其他外来者一样,我不断被他们对我们共享的生态系统的卓越理解所打动。然而,没有数字的人在需要精确区分数量的任务上会遇到困难。也许这不足为奇。毕竟,如果不计数,一个人怎么能分辨树上有七个还是八个椰子呢?这种看似简单明了的区分通过没有数字的眼睛变得模糊。

- F) This conclusion is echoed by work with anumeric children in industrialized societies. Prior to being spoon-fed number words, children can only approximately discriminate quantities beyond three. We must be handed the cognitive tools of numbers before we can consistently and easily recognize higher quantities. In fact, acquiring the exact meaning of number words is a painstaking process that takes children years. Initially, kids learn numbers much like they learn letters. They recognize that numbers are organized sequentially, but have little awareness of what each individual number means. With time, they start to understand that a given number represents a quantity greater by one than the

number coming before it. This "successor principle" is part of the foundation of our numerical(数字的) cognition, but requires extensive practice to understand.

对工业化社会中无数字儿童的研究也证实了这一结论。在被灌输数字词之前,儿童只能大致区分三以上的数量。我们必须被赋予数字这一认知工具,才能持续且轻松地识别更高的数量。事实上,获得数字词的确切含义是一个艰苦的过程,需要儿童花费数年时间。最初,孩子们学习数字就像学习字母一样。他们认识到数字是按顺序组织的,但对每个单独数字的含义知之甚少。随着时间的推移,他们开始理解给定的数字代表比它之前的数字多一的数量。这个"后继原则"是我们数字认知基础的一部分,但需要大量练习才能理解。

- G) None of us, then, is really a "numbers person." We are not born to handle quantitative distinctions skillfully. In the absence of the cultural traditions that fill our lives with numbers from infancy, we would all struggle with even basic quantitative distinctions. Number words and their written forms transform our quantitative reasoning as they are introduced into our cognitive experience by our parents, peers and school teachers. The process seems so normal that we sometimes think of it as a natural part of growing up, but it is not. Human brains come equipped with certain quantitative instincts that are refined with age, but these instincts are very limited.

那么,我们中没有人真正是"数字型的人"。我们不是天生就能熟练处理数量区分的。如果没有从婴儿期就让我们生活充满数字的文化传统,我们都会甚至基本的数量区分上遇到困难。数字词及其书面形式在被我们的父母、同伴和学校老师引入我们的认知体验时,改变了我们的定量推理。这个过程看起来如此正常,以至于我们有时认为它是成长的自然组成部分,但事实并非如此。人类大脑配备了某些随年龄增长而精炼的定量本能,但这些本能非常有限。

- H) Compared with other mammals, our numerical instincts are not as remarkable as many assume. We even share some basic instinctual quantitative reasoning with distant non-mammalian relatives like birds. Indeed, work with some other species suggests they too can refine their quantitative thought if they are introduced to the cognitive power tools we call numbers.

与其他哺乳动物相比,我们的数字本能并不像许多人认为的那样出色。我们甚至与鸟类等遥远的非哺乳动物亲缘物种分享一些基本的本能定量推理。事实上,对其他一些物种的研究表明,如果它们被引入我们称之为数字的认知动力工具,它们也可以完善其定量思维。

- I) So, how did we ever invent "unnatural" numbers in the first place? The answer is, literally, at your fingertips. The bulk of the world's languages use base-10, base-20 or base-5 number systems. That is, these smaller numbers are the basis of larger numbers. English is a base-10 or decimal(十进制的) language, as evidenced by words like 14("four" + "10") and 31 ("three" x "10" + "one"). We speak a decimal language because an ancestral tongue, proto-Indo-European, was decimally based. Proto-Indo-European was decimally oriented because, as in so many cultures, our ancestors' hands served as the gateway to the realization that "five fingers on one hand is the same as five fingers on the other." Such momentary thoughts were represented in words and passed down across generations. This is why the word "five" in many languages is derived from the word for "hand." Most number systems, then, are the by-product of two key factors: the human capacity for language and our inclination for focusing on our hands and fingers. This manual fixation—an indirect by-product of walking upright on two legs—has helped yield numbers in most cultures, but not all.

那么,我们最初是如何发明"非自然"的数字的呢?答案就在你的指尖。世界上大多数语言使用十进制、二十进制或五进制数字系统。也就是说,这些较小的数字是较大数字的基础。英语是十进制或十进制语言,这可以从14("四"+"十")和31("三"×"十"+"一")等词中得到证明。我们说十进制语言是因为祖先语言原

始印欧语是十进制的。原始印欧语是十进制导向的,因为正如在许多文化中一样,我们祖先的手是通往"一只手上的五根手指与另一只手上的五根手指相同"这一认识的门户。这种瞬间的想法被用语言表达出来并代代相传。这就是为什么许多语言中"五"这个词源自"手"这个词。因此,大多数数字系统是两个关键因素的副产品:人类的语言能力和我们关注手和手指的倾向。这种对手的固着——用两条腿直立行走的间接副产品——帮助在大多数文化中产生了数字,但并非全部。

- J) Cultures without numbers also offer insight into the cognitive influence of particular numeric traditions. Consider what time it is. Your day is ruled by minutes and seconds, but these concepts are not real in any physical sense and are nonexistent to numberless people. Minutes and seconds are the verbal and written representations of an uncommon base-60 number system used in ancient Mesopotamia. They reside in our minds, numerical artifacts(人工制品) that not all humans inherit conceptually.

没有数字的文化也为我们提供了对特定数字传统的认知影响的洞察。想想现在是什么时间。你的一天由分钟和秒钟支配,但这些概念在任何物理意义上都不是真实的,对没有数字的人来说也是不存在的。分钟和秒钟是古代美索不达米亚使用的一种不常见的六十进制数字系统的口头和书面表达。它们存在于我们的头脑中,是并非所有人类在概念上都继承的数字人工制品。

- K) Research on the language of numbers shows, more and more, that one of our species' key characteristics is tremendous linguistic(语言的) and cognitive diversity. If we are to truly understand how much our cognitive lives differ cross-culturally, we must continually explore the depths of our species' linguistic diversity.

对数字语言的研究越来越多地表明,我们这个物种的关键特征之一是巨大的语言和认知多样性。如果我们要真正理解我们的认知生活在跨文化中有多大差异,我们必须不断探索我们物种语言多样性的深度。

陈述句与逐句解析

36. It is difficult for anumeric people to keep track of the change in numbers even when the total is very small.

对于不使用数字的人来说,即使总数很小,也很难追踪数字的变化。

【答案】 C 段(强锚点)

【锚点】 数量很小也跟不上变化

【定位】 Responses suggest that anumeric people have some trouble keeping track of how many nuts remain in the can, even if there are only four or five in total.

实验结果表明,无数字者很难追踪罐子里还剩多少颗坚果,即便总共只有四到五颗。

【改写】 keep track of the change in numbers ↔ keeping track of how many nuts remain in the can
具体数→抽象数的上位替换

even when the total is very small ↔ even if there are only four or five in total

模糊量词替换具体数字

【辨邻】 E seven or eight coconuts (椰子) in a tree是静态计数，缺少“放进去再拿出来”的动态追踪，无法覆盖陈题里的keep track of the change。

without counting, how can someone tell whether there are, say, seven or eight coconuts (椰子) in a tree?

37. Human numerical instincts are not so superior to those of other mammals as is generally believed.

人类的数字本能并不像人们普遍认为的那样优于其他哺乳动物。

【答案】 H 段 (强锚点)

【锚点】 与其他哺乳动物的对比

【定位】 Compared with other mammals, our numerical instincts are not as remarkable as many assume.

与其他哺乳动物相比，我们的数字本能并没有许多人以为的那么了不起。

【改写】 Human numerical instincts ↔ **our numerical instincts**

代词替换

not so superior to those of other mammals ↔ **not as remarkable as many assume**

形容词同义替换

as is generally believed ↔ **as many assume**

主动到被动 + 近义词

【辨邻】 G Human brains come equipped with certain quantitative instincts侧重“人本能有限、需要后天培养”，并未与其他哺乳动物作比较，不能承载陈题的对比含义。

Human brains come equipped with certain quantitative instincts that are refined with age, but these instincts are very limited.

38. The author emphasizes being anumeric does not affect one's cognitive ability.

作者强调不使用数字并不影响一个人的认知能力。

【答案】 E 段 (强锚点)

【锚点】 无数字不影响认知能力

【定位】 It is worth stressing that these anumeric people are cognitively (在认知方面) normal, well-adapted to the surroundings they have dominated for centuries.

值得强调的是，这些无数字者在认知上完全正常，并且对自己掌控了数个世纪的环境适应良好。

【改写】 The author emphasizes ↔ **It is worth stressing**

强调信号词同义替换

being anumeric does not affect one's cognitive ability ↔

these anumeric people are cognitively (在认知方面) normal

正反表述等价

【辨邻】 G Human brains come equipped with certain quantitative instincts...but these instincts are very limited谈的是普遍本能有限，与“无数字者认知正常”这一具体强调不在一个层面。

these instincts are very limited

C Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four是在交代实验背景，并未出现“It is worth stressing / cognitively normal”这种作者强调的表达。

Without numbers, healthy human adults struggle to precisely distinguish and recall quantities as low as four.

39. In the long history of mankind, humans who use numbers are a very small minority.

在人类漫长的历史中,使用数字的人类只是极少数。

【答案】 B 段 (强锚点)

【锚点】 漫长历史里使用数字者是极少数

【定位】 But, in a historical sense, number-conscious people like us are the unusual ones.
但是，从历史的角度看，像我们这样有数字意识的人才是异常的少数。

【改写】 In the long history of mankind ↔ **in a historical sense**

历史视角对应

humans who use numbers are a very small minority ↔

number-conscious people like us are the unusual ones

异类即少数

【辨邻】 D While only a small portion of the world's languages are anumeric or nearly anumeric说的是无数字语言在所有语言中占比小，与陈题“历史长河中使用数字者占少数”含义相反。

While only a small portion of the world's languages are anumeric or nearly anumeric

40. An in-depth study of differences between human languages contributes to a true understanding of cognitive differences between cultures.

深入研究人类语言之间的差异有助于真正理解不同文化之间的认知差异。

【答案】 K 段 (强锚点)

【锚点】 深入研究语言差异以理解认知差异

【定位】 If we are to truly understand how much our cognitive lives differ cross-culturally, we must continually explore the depths of our species' linguistic diversity.

如果我们想真正理解人类的认知生活在不同文化之间差异有多大，就必须持续深入探索我们这一物种的语言多样性。

【改写】 An in-depth study of differences between human languages ↔

explore the depths of our species' linguistic diversity

名词化与动词化的对换

contributes to a true understanding of cognitive differences between cultures ↔

If we are to truly understand how much our cognitive lives differ cross-culturally

条件句转“有助于”

【辨邻】 **D** they demonstrate that number words are not a human universal只是事实陈述，
没有上升到“通过研究语言差异理解跨文化认知差异”的总论。

they demonstrate that number words are not a human universal

41. A conclusion has been drawn from many experiments that anumeric people have a hard time distinguishing quantities.

许多实验得出的结论是,不使用数字的人很难区分数量。

【答案】 **D** 段 (强锚点)

【锚点】 由大量实验得出的结论

【定位】 This and many other experiments have led to a simple conclusion: When people do not have number words, they struggle to make quantitative distinctions that probably seem natural to someone like you or me.

这个实验和许多其他实验得出了一个简单的结论: 当人们没有数字词时, 他们就很难做出在你我看来或许稀松平常的量化区分。

【改写】 A conclusion has been drawn from many experiments ↔

This and many other experiments have led to a simple conclusion

主动到被动

anumeric people have a hard time distinguishing quantities ↔

they struggle to make quantitative distinctions

短语同义替换

【辨邻】 **C** In an experiment, a researcher will place nuts into a can只讲了一个具体实验, 并未提出“多项实验得出一个总结论”这一总览式判断。

In an experiment, a researcher will place nuts into a can one at a time and then remove them one by one.

42. Making quantitative distinctions is not an inborn skill.

进行数量区分并非天生的技能。

【答案】 **G** 段 (强锚点)

【锚点】 量化区分非天生

【定位】 We are not born to handle quantitative distinctions skillfully.

我们并非天生就能熟练地做量化区分。

【改写】 Making quantitative distinctions ↔ **handle quantitative distinctions skillfully**

动词替换

not an inborn skill ↔ **We are not born to**

形容词与不定式的等值

【辨邻】 **F** acquiring the exact meaning of number words is a painstaking process that takes children years描述的是后天习得的难度过程，不是直接对“天生能力”的否定判断。

| acquiring the exact meaning of number words is a painstaking process that takes children years

H our numerical instincts are not as remarkable as many assume是与其他物种相比，而陈题强调“在人内部，量化区分非天生”，落点不同。

| our numerical instincts are not as remarkable as many assume

43. Every aspect of our lives is affected by numbers.

我们生活的方方面面都受到数字的影响。

【答案】 **A** 段（强锚点）

【锚点】 生活方方面面被数字影响

【定位】 The exact numbers we think with impact everything in our lives.

我们头脑里所用的那些精确数字影响着我们生活的方方面面。

【改写】 Every aspect of our lives is affected by numbers ↔

The exact numbers we think with impact everything in our lives

全称量词 + 近义动词 + 主被动转换

【辨邻】 **J** Your day is ruled by minutes and seconds虽涉及日常被数字管，但只覆盖时间这一个维度，不足以对位陈题的“every aspect”。

| Your day is ruled by minutes and seconds

44. Larger numbers are said to be built upon smaller numbers.

据说较大的数字是建立在较小的数字之上的。

【答案】 **I** 段（强锚点）

【锚点】 大数建立在小数之上

【定位】 That is, these smaller numbers are the basis of larger numbers.

也就是说，这些较小的数字是较大数字的基础。

【改写】 Larger numbers are said to be built upon smaller numbers ↔

these smaller numbers are the basis of larger numbers

主客易位 + 介词关系替换

【辨邻】 J base-60 number system used in ancient Mesopotamia只交代了某进制的来源，没有“小数构成大数”的关系说明。

base-60 number system used in ancient Mesopotamia

45. It takes great efforts for children to grasp the concept of number words.

儿童需要付出巨大努力才能掌握数词的概念。

【答案】 F 段 (强锚点)

【锚点】 孩子掌握数字词需付出巨大努力

【定位】 In fact, acquiring the exact meaning of number words is a painstaking process that takes children years.

事实上，孩子要真正掌握数字词的确切含义，是一个让他们要花上数年的艰苦过程。

【改写】 It takes great efforts for children ↔ **a painstaking process that takes children years**
“painstaking + takes years” = “great efforts”

grasp the concept of number words ↔ **acquiring the exact meaning of number words**

动词同义替换

【辨邻】 G Number words and their written forms transform our quantitative reasoning as they are introduced into our cognitive experience by our parents, peers and school teachers虽然提及孩子的学习来源，但落点在“后天获得”，并未刻画孩子掌握数字词的“数年艰辛”。

Number words and their written forms transform our quantitative reasoning as they are introduced into our cognitive experience by our parents, peers and school teachers.

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 用亚马逊无数字部落与现代人作对比，指出他们只用a few或some这类模糊量词，而我们的生活完全被精确数字所支配。

信息指纹 数字支配生活方方面面

B 从历史尺度看，我们这种用数字的人才是少数派；在人类约二十万年的寿命中，绝大多数时间都没有精确表征数量的手段。

信息指纹 二十万年的历史尺度

C 通过亚马逊的Mundurucu and Piraha以及尼加拉瓜成人案例，引出实验：把坚果一颗颗放进罐子再拿出，无数字者哪怕只有四五颗也难以判断罐内是否还剩。

信息指纹 坚果罐实验

D 从大量实验中得出一个简单结论：没有数字词的人在量上的细分时会很吃力，这说明数字词并非全人类通用。

信息指纹 实验汇总后的简单结论

E 作者强调无数字者在认知上完全正常，并以自己童年与Piraha共同生活为例，赞叹他们对生态环境的理解远超外来者；他们只是在需要精确量化区分时才会吃力。

信息指纹 认知正常 + 童年与皮拉哈共处

F 工业社会的孩子在被反复喂数字之前，也只能粗略区分三以上的数量；真正掌握数字含义是一个耗时多年的艰苦过程，孩子要慢慢领会successor principle。

信息指纹 孩子学数字是漫长艰辛过程

G 因此没有人是天生的数字人；定量区分能力不是与生俱来的，而是被父母、同伴和老师用数字词与书写形式后天塑造的。

信息指纹 无人天生擅长数字

H 与其他哺乳动物相比，人类的数字本能并没有人们以为的那么了不起，甚至与鸟类等远房非哺乳动物也共享某些基本的量化直觉。

信息指纹 本能不比其他哺乳动物高明

I 解释数字是怎样被发明出来的：答案就在指尖。世界上多数语言采用十进制、二十进制或五进制——大数由小数搭建而来，根源是祖先用手指指数。

信息指纹 大数建立在小数之上的进制系统

J

无数字文化也让我们看到特定计数传统的认知影响：分钟和秒只是古美索不达米亚六十进制的产物，对无数字者并不存在。

信息指纹 六十进制与分秒

K

对数字语言的研究越来越说明：人类的关键特征之一是巨大的语言与认知多样性；要真正理解跨文化的认知差异，必须持续探索语言多样性。

信息指纹 靠探索语言多样性理解认知差异

SENTENCE INSIGHTS • 句子精讲

14 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。

In contrast, our own lives are governed by numbers.

A段，第4句

被动语态 + 状语的组合在四六级和考研阅读中非常常见，尤其是科技、社会类文章经常用被动语态陈述客观事实。句首的对比状语"In contrast"也是典型的逻辑衔接手段。结构具有较好的代表性和迁移价值。

What's more, the 7,000 or so languages that exist today vary dramatically in how they utilize numbers.

B段，第3句

主语带定语从句修饰加状语中嵌宾语从句的结构，在四六级和考研阅读中极为常见，属于学术文本的标准句式，掌握后可复用于大量同类句子的分析。

After all, without counting, how can someone tell whether there are, say, seven or eight coconuts(椰子) in a tree?

E段，第6句

包含情态动词疑问句 + 宾语从句的结构在四六级和考研阅读中高频出现，"whether"引导的宾语从句也是常考句式。疑问句形式和从句嵌套的组合具备较强的代表性，掌握后可迁移到大量类似句型。

In fact, acquiring the exact meaning of number words is a painstaking process that takes children years.

F段，第4句

动名词短语作主语、系动词后接名词表语、再用定语从句补充说明，这类结构在考试阅读中非常常见。掌握这句的拆解方法，能迁移到大量类似句子。

Initially, kids learn numbers much like they learn letters.

F段，第5句

"much like" 引导的比较从句作方式状语是考试中较常见的句式,具有一定代表性,但整体结构偏简单,典型性中等,不如多层嵌套的复合句那样高频出现在四六级或考研阅读中。

In the absence of the cultural traditions that fill our lives with numbers from infancy, we would all struggle with even basic quantitative distinctions.

G段，第3句

本句结构在四六级和考研阅读中非常典型：前置状语 + 虚拟语气主句，且状语内嵌套定语从句。这种结构常用于论证文和说明文，表达假设推理或对比论证。掌握这种句式后，可以应对大量类似的长难句。

Compared with other mammals, our numerical instincts are not as remarkable as many assume.

H段，第1句

"not as ... as" 比较结构和分词短语作状语都是四六级和考研阅读中的高频句式。比较从句中的省略现象也是真题常见考点。本句结构具有很强的代表性，掌握后可以迁移到大量类似句子的理解和分析中。

So, how did we ever invent "unnatural" numbers in the first place?

I段，第1句

特殊疑问句是四六级和考研阅读中的常见句式，how did 开头的疑问句尤其高频，用于探讨原因、方式或过程；本句的状语配置（ever 强化疑问、in the first place 表时间）和宾语结构（带引号的名词短语）也较为典型，学习后可迁移到大量同类疑问句的理解中。

That is, these smaller numbers are the basis of larger numbers.

I段，第4句

主系表结构是常见句式，表语中使用介词短语作后置定语也较典型，但整体过于简单，缺少考试中常见的复杂修饰、从句嵌套或特殊结构，代表性一般。

Proto-Indo-European was decimally oriented because, as in so many cultures, our ancestors' hands served as the gateway to the realization that "five fingers on one hand is the same as five fingers on the other."

I段，第7句

原因状语从句、同位语从句、系表结构都是四六级和考研常考句式。特别是 "because" 引导的原因状语从句嵌套同位语从句，以及 "that" 引导的同位语从句说明抽象名词内容，这些都是真题中频繁出现的结构。掌握本句的分析方法可迁移到大量类似句子。

This is why the word "five" in many languages is derived from the word for "hand."

I段，第9句

This is why 引导表语从句是四六级和考研阅读中的高频句式,常用于说明原因。被动语态、后置定语、介词短语作状语也是真题常见结构,学习后可迁移到大量类似句子。

If we are to truly understand how much our cognitive lives differ cross-culturally, we must continually explore the depths of our species' linguistic diversity.

K段，第2句

条件状语从句 + 主句是四六级和考研阅读的高频结构,宾语从句嵌套在状语从句中也是常见句式。"If... we must..." 的逻辑链条在学术写作和论证中反复出现,典型性很强,掌握后可广泛迁移

Human numerical instincts are not so superior to those of other mammals as is generally believed.

第37题题干

本句涵盖主系表结构、比较状语、省略主语的被动语态分句、代词指代 ("those" 指代 "instincts")、"so ... as" 比较结构等多种成分和语法点，适合训练学生识别比较结构、处理省略现象和辨析状语从句的能力。

It takes great efforts for children to grasp the concept of number words.

第45题 题干

"It takes... for sb to do sth" 是四六级和考研阅读中的高频句式，用于表达完成某事所需的时间、努力或条件，掌握后可大量迁移到类似句型（如 "It is important for..."、"It seems... for..."）的理解和使用中，具有很强的代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 101 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。

anumeric C2

adj. 非数字的

本篇10次 · 真题 9 句

cognitive C1

adj. 认知的

本篇8次 · 真题 24 句

quantity B1

n. 数量

本篇8次 · 真题 21 句

quantitative C1

adj. 定量的

本篇8次 · 真题 8 句

distinction B2

n. 区别

本篇5次 · 真题 9 句

struggle B1

v. 奋斗

本篇4次 · 真题 54 句

species B2

n. 物种

本篇4次 · 真题 51 句

instinct B2

n. 本能

本篇4次 · 真题 25 句

system A2

n. 系统

本篇3次 · 真题 162 句

represent B1

v. 代表

本篇3次 · 真题 28 句

researcher B2

n. 研究人员

本篇2次·真题 239 句

affect B1

v. 影响

本篇2次·真题 113 句

process B1

n. 过程

本篇2次·真题 108 句

exist A2

v. 存在;实际上有

本篇2次·真题 46 句

remove A2

v. 移开

本篇2次·真题 46 句

concept B2

n. 概念

本篇2次·真题 38 句

recognize B1

v. 认出

本篇2次·真题 34 句

track A2

n. 小路

本篇2次·真题 33 句

diversity B2

n. 多样性

本篇2次·真题 32 句

tradition B1

n. 传统

本篇2次·真题 31 句

understanding B1

n. 理解;领悟

本篇2次·真题 28 句

distinguish B2

v. 区分

本篇2次·真题 15 句

superior B2

adj. 更好的

本篇2次·真题 14 句

reasoning B2

n. 推理

本篇2次·真题 13 句

exact B2

adj. 精确的

本篇2次·真题 12 句

mammal B1

n. 哺乳动物

本篇2次·真题 9 句

precisely B2

adv. 精确地, 准确地

本篇2次·真题8句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题466句

author A2

n. 作者

本篇1次·真题244句

likely A2

adj. 很可能的

本篇1次·真题224句

focus B1

n. 重点

本篇1次·真题107句

stress B1

n. 压力

本篇1次·真题102句

impact B2

n. 影响

本篇1次·真题98句

physical B1

adj. 身体的

本篇1次·真题98句

base A2

n. 基础

本篇1次·真题95句

individual B2

adj. 单独的

本篇1次·真题79句

factor B1

n. 因素

本篇1次·真题77句

contribute B1

v. 捐献

本篇1次·真题74句

account A2

n. 账户

本篇1次·真题61句

power A2

n. 权力

本篇1次·真题59句

balance B1

n. 平衡

本篇1次·真题55句

generally B1

adv. 通常, 一般地

本篇1次·真题53句

evidence B1

n. 证据

本篇1次 · 真题 52 句

easily A2

adv. 容易地

本篇1次 · 真题 47 句

response B1

n. 回答

本篇1次 · 真题 47 句

generation B2

n. 一代人

本篇1次 · 真题 44 句

explore B1

v. 探索

本篇1次 · 真题 40 句

particular B2

adj. 特定的

本篇1次 · 真题 37 句

rely B1

v. 依赖;依靠

本篇1次 · 真题 36 句

assume B2

v. 假定

本篇1次 · 真题 34 句

vary B1

v. 不同

本篇1次 · 真题 31 句

aware A2

adj. 知道的

本篇1次 · 真题 30 句

characteristic B2

n. 特征

本篇1次 · 真题 30 句

cultural B1

adj. 文化的

本篇1次 · 真题 30 句

differ B1

v. 不同, 有区别

本篇1次 · 真题 30 句

means A2

n. 方法

本篇1次 · 真题 30 句

unusual B1

adj. 不寻常的

本篇1次 · 真题 30 句

handle A2

v. 处理

本篇1次 · 真题 28 句

principle B2

n. 原则, 准则

本篇1次·真题 26 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

awareness B2

n. 意识

本篇1次·真题 23 句

foundation B2

n. 基础;根基

本篇1次·真题 23 句

limited B1

adj. 有限的

本篇1次·真题 23 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 23 句

aspect B2

n. 方面

本篇1次·真题 22 句

contrast B2

n. 对比

本篇1次·真题 22 句

yield B2

v. 产生

本篇1次·真题 22 句

basis B2

n. 基础;根据

本篇1次·真题 21 句

peer B2

n. 同龄人

本篇1次·真题 20 句

portion B1

n. 部分

本篇1次·真题 20 句

signal B1

n. 信号

本篇1次·真题 20 句

truly B1

adv. 真正地

本篇1次·真题 19 句

capacity B2

n. 容量

本篇1次·真题 18 句

recall B2

v. 回忆起, 记起

本篇1次·真题 18 句

transform B2

v. 使彻底改变;使转变

本篇1次·真题 18 句

demonstrate B2

v. 证明

本篇1次·真题 16 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇1次·真题 16 句

written A2

v. write 的过去分词

本篇1次·真题 16 句

absence B1

n. 缺席

本篇1次·真题 15 句

emphasize B2

v. 强调

本篇1次·真题 15 句

depth B1

n. 深度

本篇1次·真题 12 句

insight B2

n. 洞察力

本篇1次·真题 12 句

walking A1

n. 步行

本篇1次·真题 12 句

derive B2

v. 获得

本篇1次·真题 11 句

discrimination C1

n. 歧视

本篇1次·真题 11 句

lifespan B2

n. 寿命

本篇1次·真题 11 句

remarkable B2

adj. 非凡的

本篇1次·真题 11 句

seemingly B2

adv. 看似, 似乎 (表面上看起来是这样, 但...

本篇1次·真题 11 句

ancestor B2

n. 祖先, 祖宗

本篇1次·真题 10 句

consistently

B2

adv. 始终如一地

本篇1次·真题 10 句

universal

B2

adj. 普遍的

本篇1次·真题 10 句

equip

B1

v. 装备

本篇1次·真题 9 句

historical

B2

adj. 历史的

本篇1次·真题 9 句

prior

B2

adj. 先前的，之前的

本篇1次·真题 9 句

branch

A2

n. 树枝

本篇1次·真题 8 句

manual

B1

adj. 手工的

本篇1次·真题 8 句

minority

B2

n. 少数

本篇1次·真题 8 句

surrounding

B1

adj. 周围的，附近的

本篇1次·真题 8 句

tremendous

B2

adj. 巨大的

本篇1次·真题 8 句

verbal

B2

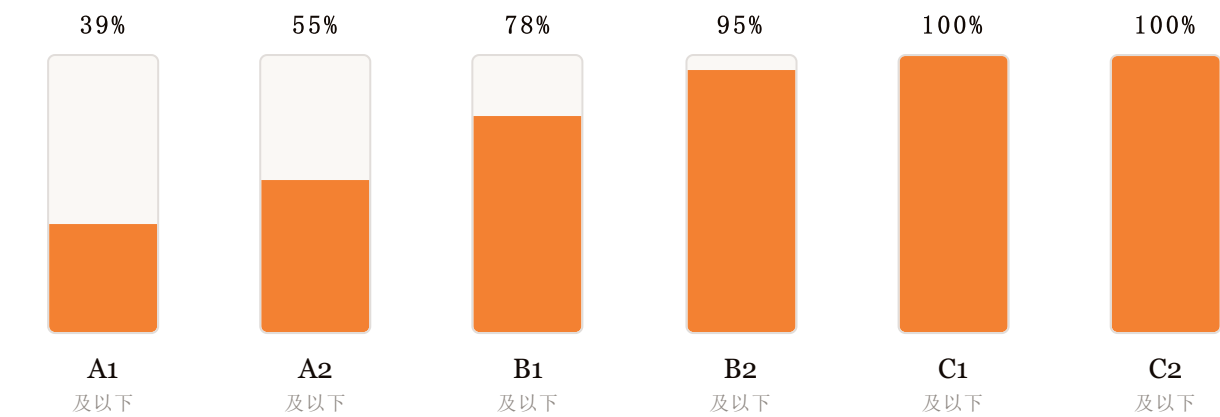
adj. 口头的

本篇1次·真题 8 句

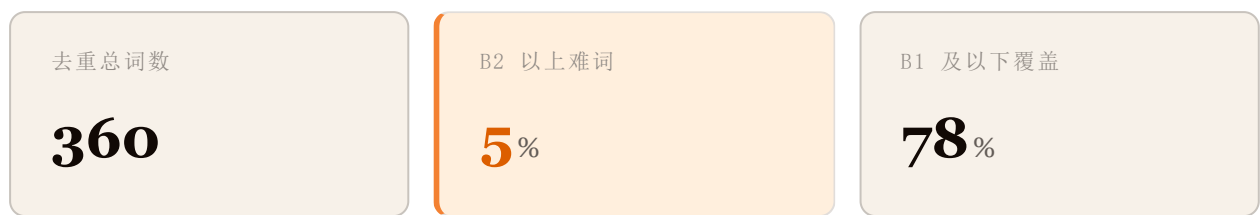
VOCABULARY • 词汇难度分布

全文 360 词按 CEFR 难度累积覆盖

全文去重后共 **360** 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 19 个·约 5%。



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 360 个 · 末柱为 100%



英语四级 2021年6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 →