

2022年12月·第3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2022年12月·第3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3套(2022-12) · 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**.

Evil Genius

A) A few years ago I found myself teaching a university class on evil. It was for third-year criminology students to help them contextualize theory and research within controversial current topics. It was a huge success. The debates were heated and interesting. I could see people's views change within the course of a single lecture. Over the past 13 years, as a student, lecturer and researcher, I've enjoyed discussing the science of evil with anyone willing to listen. What I like most is destroying the cliché(陈词滥调) of good and evil, and replacing them with scientific insight. We need a more informed way of discussing behavior that at first we cannot, or should not, begin to understand.

几年前,我发现自己在给一个大学班级讲授关于邪恶的课程。这是为三年级犯罪学学生开设的课程,旨在帮助他们将理论和研究置于有争议的当前话题之中。这门课大获成功。辩论激烈而有趣。我能看到人们的观点在一堂课中发生改变。在过去的13年里,作为学生、讲师和研究者,我一直乐于与任何愿意倾听的人讨论邪恶的科学。我最喜欢的是打破关于善恶的陈词滥调,用科学见解取而代之。我们需要一种更有见地的方式来讨论那些起初我们无法或不应该开始理解的行为。

B) Without understanding, we risk dehumanizing others, writing off human beings simply because we don't comprehend them. We must try to understand what we have labeled evil. We tend to think evil is something that other people are. We think of ourselves as "good people", and even when we do morally wrong things, we understand the context of our decisions. With others, however, it is far easier to write them off. If their actions deviate(偏离) substantially from what we consider acceptable, we may label them evil. We need to be careful with this. Calling someone evil is often similar to saying they cannot change, and perhaps aren't even a human at all. However, when you

actually go monster-hunting, and you look deeply at the people behind shocking behavior, you may be surprised.

没有理解,我们就有将他人非人化的风险,仅仅因为我们不理解他们就否定他们。我们必须努力理解我们所标记为邪恶的事物。我们倾向于认为邪恶是其他人的属性。我们认为自己是"好人",即使当我们做道德上错误的事情时,我们也理解自己决定的背景。然而,对于他人,否定他们要容易得多。如果他们的行为严重偏离我们认为可以接受的范围,我们可能会给他们贴上邪恶的标签。我们需要对此保持谨慎。称某人为邪恶往往类似于说他们无法改变,甚至可能根本不是人。然而,当你真正去寻找怪物,深入审视那些令人震惊行为背后的人时,你可能会感到惊讶。

- C) As a child I used to love the Scooby-Doo cartoons. Arriving in their "Mystery Machine", the gang would have to find a monster who was terrorizing a neighborhood. They would run around looking for clues and at the end unmask the bad guy. It was always a normal person in a costume. There were no monsters. Like the Scooby crew, we may find ourselves hunting for an easy fix, one word for people who do bad things. But if we take a good look, the word "evil" is insufficient—there are no simple explanations for why humans do bad things: instead there are many, and they are all marvelously different.

小时候我常常喜欢看《史酷比》动画片。乘坐他们的"神秘机器"到达后,这群人必须找到一个正在恐吓某个社区的怪物。他们四处寻找线索,最后揭开坏人的面具。那总是一个穿着戏服的普通人。没有怪物。像史酷比团队一样,我们可能会发现自己在寻找一个简单的解决方案,用一个词来描述做坏事的人。但如果我们仔细观察,"邪恶"这个词是不够的——人类为什么做坏事没有简单的解释:相反,有许多解释,而且它们都各不相同,令人惊叹。

- D) Evil is typically referred to when there is deviance from social norms: formal deviance is the violation of laws, like theft, murder, and attacks, while informal deviance involves violations of social norms, like lying. Evil behavior is typically thought to embrace one or both forms. However, deviance can also describe a behavior that simply differs from the norm.

邪恶通常指的是偏离社会规范的情况:正式偏离是违反法律,如盗窃、谋杀和攻击,而非正式偏离涉及违反社会规范,如撒谎。邪恶行为通常被认为包含这两种形式中的一种或两种。然而,偏离也可以描述一种仅仅不同于常规的行为。

- E) Perhaps this is where we can find the good side of our bad side. Deviating from the norm can make us villains(恶棍), but it can also make us heroes. A child deviates from social pressures when they stand up for another child being bullied in school. A soldier deviates when they choose not to follow orders to kill an innocent civilian. An employee in a big tech company deviates when they expose its wrongdoings.

也许这就是我们可以找到坏的一面的好的一面的地方。偏离常规可以使成为恶棍,但也可以使我们成为英雄。当一个孩子挺身而出保护另一个在学校被欺负的孩子时,他偏离了社会压力。当一名士兵选择不遵从杀死无辜平民的命令时,他偏离了常规。当一家大型科技公司的员工揭露其不当行为时,他偏离了常规。

- F) Creativity is also a deviation. Here, too, things are complex. Thinking creatively has given us modern medicine, technology and modern political structures, but it has also given us poison and nuclear weapons. Great benefit and great harm can come from the same human tendency.

创造力也是一种偏离。在这里,事情同样复杂。创造性思维给了我们现代医学、技术和现代政治结构,但它也给了我们毒药和核武器。巨大的益处和巨大的伤害可以来自同一种人类倾向。

- G) In a research paper, *Evil Genius*, published in 2014, the behavioral scientists Francesca Gino and Scott Wiltermuth wanted to examine whether people who behave unethically in one task are more creative than others on a subsequent task, even after controlling for differences in baseline creative skills. The unethical behavior they chose was dishonesty.

在2014年发表的一篇题为《邪恶天才》的研究论文中,行为科学家Francesca Gino和Scott Wiltermuth想要检验在一项任务中表现不道德的人在随后的任务中是否比其他人更有创造力,即使在控制了基线创造技能的差异之后也是如此。他们选择不道德行为是不诚实。

- H) Over five experiments, researchers gave participants tasks in which they could cheat. In one study, they were given matrices(矩阵) and had to find two numbers that added up to 10. Participants were asked to self-report how well they did at the end of the study: 59% cheated by saying that they solved more matrices than they actually had.

在五个实验中,研究人员给参与者布置了他们可以作弊的任务。在一项研究中,他们被给予矩阵,必须找到两个加起来等于10的数字。参与者被要求在研究结束时自我报告他们做得如何:59%的人通过声称自己解决的矩阵比实际解决的更多来作弊。

- I) After each task, the researchers measured participants' performance on the Remote Associates Test. This shows participants three words at a time that appear to be unrelated, and the person has to think of a fourth word that is associated with all of them. For example, you might get "Fox, Man, Peep", or "Dust, Cereal, Fish". In order to find the linking words ("Hole" for the first, "Bowl" for the second) you need to be creative. The more you get right, the more creative you are thought to be because you have come up with uncommon associations.

在每项任务之后,研究人员测量参与者在远程联想测试中的表现。该测试每次向参与者展示三个看似无关的单词,参与者必须想出与所有这些单词都相关的第四个单词。例如,你可能得到"Fox, Man, Peep"或"Dust, Cereal, Fish"。为了找到连接词(第一个是"Hole",第二个是"Bowl"),你需要有创造力。你答对的越多,你就被认为越有创造力,因为你想出了不常见的关联。

- J) For every one of the five studies, they found the same thing—participants who cheated in the first task did better on the creativity task. Why? Like other forms of unethical behavior, lying means breaking rules. It involves being deviant, going against the social principle that people should tell the truth. Similarly, being creative involves "thinking outside the box", deviating from expectations. They involve similar thought patterns, so stimulating one stimulates the other. Can we learn from this? Perhaps. To be more creative, we could try lying in a controlled environment. Find online logic games and cheat at them, play Scrabble(拼字游戏) with a dictionary, or write a story about something that is untrue? Such tasks can get our brains thinking flexibly, beyond our normal comfort zone. This is not a call to become a compulsive(强迫性的) liar, but a controlled liar.

在这五项研究中的每一项,他们都发现了同样的事情——在第一项任务中作弊的参与者在创造力任务中表现更好。为什么?像其他形式的不道德行为一样,撒谎意味着打破规则。它涉及偏离常规,违背人们应该说真话的社会原则。同样,有创造力涉及"跳出框框思考",偏离期望。它们涉及相似的思维模式,所以刺激一个就会刺激另一个。我们能从中学到什么吗?也许可以。为了更有创造力,我们可以尝试在受控环境中撒谎。找在线逻辑游戏并在其中作弊,用字典玩拼字游戏,或者写一个关于不真实事物的故事?这些任务可以让我们的大脑灵活思考,超越我们正常的舒适区。这不是呼吁成为一个强迫性说谎者,而是一个受控的说谎者。

K) In addition to benefits for creativity, deviance can be a good thing in other ways. Even Philip Zimbardo, the author of the Stanford prison experiment, who showed how easily we can be led to behave badly, believes that the future of deviance research may lie more in understanding extreme pro-social behavior, such as heroism. Like evil, we often view heroism as only a possibility for outliers—for people who are abnormal. But Zimbardo asks: "What if the capability to act heroically is also fundamentally ordinary and available to all of us?" Some say we should never meet our heroes, lest they disappoint us when we find out how normal they are. But this should be liberating, not disappointing. We are all capable of behaving like outliers. It's time for us to understand deviance, and realize its potential for good as well as for harm.

除了对创造力的益处,偏离在其他方面也可以是一件好事。即使是斯坦福监狱实验的作者Philip Zimbardo,他展示了我们多么容易被引导去做坏事,也相信偏离研究的未来可能更多地在于理解极端的亲社会行为,比如英雄主义。像邪恶一样,我们常常认为英雄主义只有异常者——不正常的人才有可能做到。但Zimbardo问道:"如果英雄行为的能力也从根本上是普通的,我们所有人都可以获得,那会怎样?"有人说我们永远不应该见我们的英雄,以免当我们发现他们有多普通时感到失望。但这应该是令人解放的,而不是令人失望的。我们都有能力表现得像异常者。现在是我们理解偏离,并认识到它既有好处也有害处的潜力的时候了。

陈述句与逐句解析

36. A behavior that does not conform to social norms may be described as being deviant.

不符合社会规范的行为可能被描述为越轨行为。

【答案】 **D** 段 (强锚点)

【锚点】 不合社会规范即"越轨"的定义

【定位】 However, deviance can also describe a behavior that simply differs from the norm.

然而,越轨也可以指一种仅仅与常规不同的行为。

【改写】 does not conform to social norms ↔ **differs from the norm**

"不符合规范" = "与常规不同"

described as being deviant ↔ **deviance**

形容词与名词同根

37. Various experiments found that participants who cheated in the initial task performed better in the creativity test.

多项实验发现,在初始任务中作弊的参与者在创造力测试中表现更好。

【答案】 **J** 段 (强锚点)

【锚点】 首个任务作弊者创造力测试更好

【定位】 For every one of the five studies, they found the same thing—participants who cheated in the first task did better on the creativity task.

在这五项研究的每一项中,他们都发现了同一件事——在第一个任务中作弊的被试在创造力任务上表现得更好。

【改写】 Various experiments ↔ **every one of the five studies**

"多个实验"概括"五项研究"

cheated in the initial task ↔ **cheated in the first task**

initial = first

performed better in the creativity test ↔ **did better on the creativity task**

"表现更好"同义

【辨邻】 **G** wanted to examine whether people who behave unethically in one task are more creative 是研究意图，是问句式的待检验假设，并没有陈述"作弊者确实表现更好"这一结果，故不是本句源头。

wanted to examine whether people who behave unethically in one task are more creative than others on a subsequent task

38. People may be simply considered evil if their behaviors are morally unacceptable to us.

如果人们的行为在道德上令我们无法接受,他们可能会被简单地视为邪恶。

【答案】 **B** 段 (弱锚点)

【锚点】 行为道德上不可接受即被当作恶

【定位】 If their actions deviate substantially from what we consider acceptable, we may label them evil.

如果他人的行为大幅偏离我们认为可接受的范围,我们就可能给他们贴上"恶"的标签。

【改写】 their behaviors are morally unacceptable to us ↔

their actions deviate substantially from what we consider acceptable

"道德上不可接受" = "偏离我们认为可接受的"

considered evil ↔ **label them evil**

"被当作恶" = "贴上恶标签"

【辨邻】 **D** Evil behavior is typically thought to embrace one or both forms 是在归类恶行,并未陈述"行为不可接受我们就当其为恶"这一主观判定过程,故不是源头段。

Evil is typically referred to when there is deviance from social norms

39. The research published by two scientists was intended to examine the relationship between dishonesty and creativity.

两位科学家发表的研究旨在考察不诚实与创造力之间的关系。

【答案】 **G** 段 (强锚点)

【锚点】 两位科学家发表的研究查"不诚实与创造力"关系

【定位】 In a research paper, Evil Genius, published in 2014, the behavioral scientists Francesca Gino and Scott Wiltermuth wanted to examine whether people who behave unethically in one task are more creative than others on a subsequent task, even after controlling for differences in baseline creative skills. The unethical behavior they chose was dishonesty.

在 2014 年发表的研究论文《邪恶天才》中，行为科学家 Francesca Gino 与 Scott Wiltermuth 想检验：在一个任务中行为不端的人，是否在后续任务中比他人更有创造力（即便已控制了基线创造力差异）。他们所选的不端行为是不诚实。

【改写】 two scientists ↔ **Francesca Gino and Scott Wiltermuth**

具名两人 = "两位科学家"

examine the relationship between dishonesty and creativity ↔

wanted to examine whether people who behave unethically in one task are more creative

"检验.....关系" = "检验是否更有创造力"

【辨邻】 J they found the same thing—participants who cheated in the first task did better 是已得出的结果，而题干强调研究"意图检验" (was intended to examine)，落点应在提出研究目的的 G 段。

For every one of the five studies, they found the same thing

40. The author's lectures sparked lively discussions in his class.

作者的讲座在他的课堂上引发了热烈的讨论。

【答案】 A 段（强锚点）

【锚点】 作者的讲课引发热烈课堂讨论

【定位】 It was a huge success. The debates were heated and interesting.

那门课非常成功。课上的辩论既热烈又有趣。

【改写】 lively discussions in his class ↔ **The debates were heated and interesting**

"热烈讨论" = "激烈而有趣的辩论"

The author's lectures ↔ **teaching a university class on evil**

"作者的讲课" = "作者教的大学课"

41. The researchers tested the participants' creativity by asking them to play a word game.

研究人员通过要求参与者玩文字游戏来测试他们的创造力。

【答案】 I 段（强锚点）

【锚点】 用文字游戏测被试创造力

【定位】 After each task, the researchers measured participants' performance on the Remote Associates Test. This shows participants three words at a time that appear to be unrelated, and the person has to think of a fourth word that is associated with all of them.

每个任务之后，研究者用“远距离联想测验”测量被试的表现。该测验每次给被试三个看似无关的词，要求其想出一个与三者都相关的第四个词。

【改写】 play a word game ↔ **three words at a time**

"文字游戏"概括三词联想

tested the participants' creativity ↔ **you need to be creative**

"测创造力" = "做对需要有创造力"

【辨邻】 **H** they were given matrices and had to find two numbers that added up to 10 这项任务的作用是看被试是否谎报成绩、即测作弊，并非测创造力，故不是本句源头。

Participants were asked to self-report how well they did

42. It is time we realized that deviance may be capable of doing both good and harm to individuals and society.

我们该认识到越轨行为可能既对个人和社会有益,也可能造成危害。

【答案】 **K** 段 (弱锚点)

【锚点】 是时候认识越轨能同时为善与为害

【定位】 It's time for us to understand deviance, and realize its potential for good as well as for harm.
是时候让我们理解越轨，并认识到它兼具向善与为害的潜力了。

【改写】 It is time we realized ↔ **It's time for us to understand**

"是时候认识到"同义

doing both good and harm ↔ **its potential for good as well as for harm**

"既善又害" = "向善与为害的潜力"

【辨邻】 **F** Great benefit and great harm can come from the same human tendency 说的是创造力一面的利害，并非题干"是时候认识到越轨能同时为善与为害"这一对越轨整体的总结，故不是源头段。

Great benefit and great harm can come from the same human tendency

43. The reasons for people's evil behaviors can be explained in more ways than one.

人们邪恶行为的原因可以用不止一种方式来解释。

【答案】 **C** 段 (弱锚点)

【锚点】 人作恶的原因不止一种

【定位】 But if we take a good look, the word "evil" is insufficient—there are no simple explanations for why humans do bad things: instead there are many, and they are all marvelously different.
但只要细看, "恶"这个词是不够的——人为什么做坏事并无简单的解释: 相反, 解释有许多种, 而且各不相同、奇妙各异。

【改写】 people's evil behaviors ↔ **why humans do bad things**

"作恶" = "做坏事"

explained in more ways than one ↔

there are no simple explanations for why humans do bad things\: instead there are many

"不止一种解释" = "解释有许多"

【辨邻】 **B** Calling someone evil is often similar to saying they cannot change 讲的是贴标签的危险, 并没有陈述"作恶的原因有多种", 故不是本句源头。

With others, however, it is far easier to write them off

44. The math task in one experiment was designed to test participants' tendency to cheat.

一项实验中的数学任务旨在测试参与者作弊的倾向。

【答案】 **H** 段 (强锚点)

【锚点】 某实验里的数学任务用来测作弊倾向

【定位】 Over five experiments, researchers gave participants tasks in which they could cheat. In one study, they were given matrices and had to find two numbers that added up to 10. Participants were asked to self-report how well they did at the end of the study: 59% cheated by saying that they solved more matrices than they actually had.

在五个实验中, 研究者给被试设计了可以作弊的任务。在其中一项研究里, 被试拿到矩阵, 要找出相加等于 10 的两个数。被试被要求在研究结束时自报成绩: 59% 的人谎报自己解出的矩阵数量、即作弊。

【改写】 The math task ↔ **matrices and had to find two numbers that added up to 10**

"数学任务" = 矩阵找数相加

designed to test participants' tendency to cheat ↔ **tasks in which they could cheat**

"测作弊倾向" = "设计成可作弊的任务"

【辨邻】 **I** you need to be creative 表明 I 段联想测验衡量的是创造力, 而非作弊倾向, 故不是本句源头。

the researchers measured participants' performance on the Remote Associates Test

45. Some creative ideas have turned out to do harm to human society.

一些创造性想法最终对人类社会造成了危害。

【答案】 **F** 段 (弱锚点)

【锚点】 某些创造性想法最终危害人类社会

【定位】 Thinking creatively has given us modern medicine, technology and modern political structures, but it has also given us poison and nuclear weapons.

创造性思维给了我们现代医学、技术与现代政治制度，但也给了我们毒药和核武器。

【改写】 Some creative ideas ↔ Thinking creatively

"创造性想法" = "创造性思维"

do harm to human society ↔ it has also given us poison and nuclear weapons

抽象"危害社会"由"毒药核武"实例承载

【辨邻】 J being creative involves "thinking outside the box" 讲的是创造的思维特点与作弊相通，并没有陈述"创造的成果危害人类社会"，故不是源头段。

being creative involves "thinking outside the box", deviating from expectations

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 作者自述十三年来研究"恶"，并讲了自己开过一门关于"恶"的大学课，课上讨论非常热烈、能当场看到学生观点转变；他最想做的是打破善恶的陈词滥调、换上科学洞见。

信息指纹 讲恶的大学课与热烈课堂讨论

B 不理解他人就有把人非人化的风险；我们倾向于把自己看作好人、把行为严重偏离可接受范围的他人直接贴上"恶"的标签，作者提醒要警惕这种轻易定性。

信息指纹 轻易给别人贴"恶"标签的危险

C 借童年动画"史酷比"作比：揭面后从来没有真正的怪物，只是穿戏服的普通人；同理"恶"这个词不够用，人做坏事没有简单解释，原因是多种多样的。

信息指纹 史酷比比喻：坏事原因不止一种

D 界定"越轨"：正式越轨是违法（偷窃、谋杀等），非正式越轨是违反社会规范（如撒谎）；恶通常含其一或两者；但越轨也可只是"与常规不同"的行为。

信息指纹 越轨的定义与分类

E 偏离常规既能让人成为恶棍、也能成为英雄：孩子为被欺负者出头、士兵拒绝杀害平民、员工揭露大公司不端，都是偏离社会压力的正面例子。

信息指纹 偏离常规也能成就英雄的例子

F 创造力也是一种偏离，且利害并存：创造性思维带来现代医学、技术、政治制度，也带来了毒药和核武器，巨大益处与巨大危害源自同一种人类倾向。

信息指纹 创造力是偏离，利害同源

G 介绍 2014 年论文《Evil Genius》：行为科学家 Gino 和 Wiltermuth 想检验在一个任务中行为不端的人是否在后续任务中更有创造力；他们选的不端行为是“不诚实”。

信息指纹 两位科学家研究不诚实与创造力的关系

H 描述五个实验中可作弊的任务：其中一项给被试矩阵、要找两数相加为 10，让其自报成绩，结果 59% 的人谎报自己解出的数量、即作弊。

信息指纹 矩阵数学任务与 59% 作弊率

I 每个任务后用“远距离联想测验”测创造力：给三个看似无关的词，要想出能与三者都相关的第四个词（如 Hole、Bowl）；想对越多越被认为有创造力。

信息指纹 用三词联想的文字游戏测创造力

J 五项研究结论一致：第一任务作弊的人在创造力任务上表现更好。原因是撒谎与创造都涉及打破规则、“跳出框框”思维相似；并建议在受控环境里“练习撒谎”来激活灵活思维。

信息指纹 五项研究同一结论：作弊者创造力更高及其原因

K 越轨在其他方面也可能是好事：连 Zimbardo 都认为越轨研究未来更在于理解英雄主义等极端亲社会行为；英雄能力或许人人皆有；是时候理解越轨、认识其向善与为害的双重潜力了。

信息指纹 越轨潜力向善：英雄主义人人可及，利害双重

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。

What I like most is destroying the cliché(陈词滥调) of good and evil, and replacing them with scientific insight.

A段，第7句

"What I like/want/need + be + 动名词/名词" 是四六级和考研阅读中高频出现的句式，用于表达观点或偏好。主语从句 + 主系表结构 + 并列动名词短语的组合，在学术写作和议论文中非常典型，掌握后可迁移到大量类似句型。

If their actions deviate(偏离) substantially from what we consider acceptable, we may label them evil.

B段，第6句

本句涵盖主谓宾补结构、条件状语从句、名词性从句作介词宾语、宾语补足语等多种成分，且包含 what 在从句中的双重功能（引导词兼宾语）这一易混淆点。适合训练学生划分复杂句的各类成分，尤其是嵌套从句中的成分归属判断，训练价值较高。

As a child I used to love the Scooby-Doo cartoons.

C段，第1句

"主语 + used to + 动词原形 + 宾语" 是英语中表达过去习惯的典型句式，在四六级阅读和考研真题中频繁出现；句首时间状语也是常见写作手法。该句型迁移性较强，掌握后可应用于多种语境，具有一定代表性。

But if we take a good look, the word "evil" is insufficient—there are no simple explanations for why humans do bad things: instead there are many, and they are all marvelously different.

C段，第7句

本句涵盖了多种句子成分：主系表结构、存在句、宾语从句（作介词宾语）、后置定语（介词短语）、条件状语从句，以及并列谓语和并列分句。尤其是主句内部的多个并列成分（破折号、冒号连接的存在句和主系表）以及宾语从句的识别，都是值得练习的考点。成分种类丰富，训练价值较高。

A child deviates from social pressures when they stand up for another child being bullied in school.

E段，第3句

when 引导的时间状语从句是考试中常见的句式结构，主句 + 时间状语从句的组合在阅读理解和完形填空中频繁出现，具有较高的代表性和复用价值。

In a research paper, Evil Genius, published in 2014, the behavioral scientists Francesca Gino and Scott Wiltermuth wanted to examine whether people who behave unethically in one task are more creative than others on a subsequent task, even after controlling for differences in baseline creative skills.

G段，第1句

本句成分丰富且含多个训练价值点:主句含前置状语(介词短语带同位语和后置定语)、较长主语、不定式作宾语、名词性从句作宾语;宾语从句含定语从句修饰主语、系表结构、比较结构;比较从句存在典型的承前省略。这些结构覆盖了状语、定语、宾语从句、比较结构、省略等多个常考成分,且组合方式具有代表性,适合作为综合练习句。

Over five experiments, researchers gave participants tasks in which they could cheat.

H段，第1句

双宾语结构和"介词 + 关系代词"引导的定语从句都是四六级和考研阅读中的高频句式。该句展示了学术描述的典型框架(研究人员 + 动作 + 对象 + 限定条件),学习后可广泛迁移到类似语境。

The more you get right, the more creative you are thought to be because you have come up with uncommon associations.

I段，第5句

"the more ..., the more ..." 比较结构在四六级和考研阅读中高频出现，是典型的表达倍数或程度关系的句式。被动语态加不定式 (be thought to be)、现在完成时表示已完成动作、"because" 引导原因状语从句均为标准考点，结构具有很强的代表性和可迁移性。

For every one of the five studies, they found the same thing—participants who cheated in the first task did better on the creativity task.

J段，第1句

定语从句修饰主语、破折号引出补充说明、以及research findings的陈述方式都是学术类文本和考试中的常见句式。特别是“participants who...”这种主语加限制性定语从句的结构在阅读理解中频繁出现，掌握后可大量复用。结构典型性较高。

Similarly, being creative involves "thinking outside the box", deviating from expectations.

J段，第5句

“动名词短语作主语 + 一般现在时谓语 + 动名词短语作宾语”是说明文里很常见的骨架。再加上句首过渡词和句末补充说明，也很符合考试阅读中的典型写法。

This is not a call to become a compulsive(强迫性的) liar, but a controlled liar.

J段，第12句

主系表结构配合not...but...并列是四六级阅读中的常见句式,用于对比和澄清概念,具有一定代表性,但句式本身较简单,复杂度不及真题中常考的多从句嵌套结构,迁移价值中等。

In addition to benefits for creativity, deviance can be a good thing in other ways.

K段，第1句

本句覆盖主语、谓语、表语、两种状语（句首介词短语状语和句末方式状语）共五种成分，成分种类较为丰富。句首介词短语容易被误判为主语，是一个值得练习的易错点。情态动词加系动词的谓语结构也具有一定辨析价值。对于基础训练而言，本句能提供较好的成分划分练习机会。

Some say we should never meet our heroes, lest they disappoint us when we find out how normal they are.

K段，第5句

本句结构层次分明，既有嵌套又不过分晦涩，适合用来训练逐层剥离句子骨架和辨认时态语气。对结构与时态综合训练来说，优先度较高。

We are all capable of behaving like outliers.

K段, 第7句

主系表结构是基础句式, 但本句表语中嵌套 "be capable of + 动名词" 这一常见搭配, 在四六级阅读中较为常见。不过整体过于简短, 缺少从句或复杂修饰, 代表性一般。

It is time we realized that deviance may be capable of doing both good and harm to individuals and society.

第42题题干

本句在结构典型性和成分训练价值上得分较高, 覆盖虚拟语气、同位语从句、情态动词等考试高频考点, 且三层嵌套结构对理解能力有较高要求。虽然主干识别和时态判断有一定难度, 但正因如此更适合作为进阶练习材料, 帮助学习者突破复杂句式和虚拟语气的理解瓶颈。综合来看, 本句作为句子结构与时态训练材料的推荐度较高。

Some creative ideas have turned out to do harm to human society.

第45题题干

"主语 + have turned out + 不定式" 是四六级和考研阅读中常见的表达结果或证明的句式, 具有较高的实用性和迁移价值, 掌握后可应用于类似结构 (如 "prove to be"、"happen to do" 等)。

HIGH-FREQUENCY • 真题高频词

本篇出现的 94 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。

evil

B1

adj. 邪恶的

本篇14次 · 真题 18句

behavior

B1

n. 行为

本篇10次 · 真题 92句

participant

B2

n. 参与者

本篇8次 · 真题 117句

creative

B1

adj. 有创造力的

本篇7次 · 真题 55句

creativity B2

n. 创造力

本篇6次·真题 34 句

norm B2

n. 常态

本篇5次·真题 14 句

researcher B2

n. 研究人员

本篇4次·真题 239 句

involve B1

v. 包含

本篇4次·真题 65 句

harm B1

n. 伤害

本篇4次·真题 44 句

simply B1

adv. 仅仅，只不过

本篇3次·真题 90 句

behave B1

v. 表现，举止

本篇3次·真题 21 句

would A1

aux. (will 的过去式) 将要，会

本篇2次·真题 466 句

author A2

n. 作者

本篇2次·真题 244 句

benefit B1

n. 好处

本篇2次·真题 169 句

actually A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇2次·真题 148 句

better A1

adj. 更好的 (good 的比较级)

本篇2次·真题 139 句

view A2

n. 观点，看法

本篇2次·真题 85 句

publish B1

v. 出版，发行（书籍、杂志等）

本篇2次·真题 50 句

realize B1

v. 意识到，认识到

本篇2次·真题 50 句

associate B2

v. 联系

本篇2次·真题 45 句

understanding B1

n. 理解,领悟

本篇2次·真题 28 句

typically B1

adv. 通常, 一般

本篇2次·真题 22 句

capable B1

adj. 有能力的

本篇2次·真题 20 句

tendency B2

n. 倾向

本篇2次·真题 16 句

label B1

n. 标签

本篇2次·真题 14 句

lecture B1

n. 讲座

本篇2次·真题 14 句

stimulate B2

v. 刺激

本篇2次·真题 14 句

employee A2

n. 雇员, 员工

本篇1次·真题 194 句

online A2

adj. 在线的

本篇1次·真题 145 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 137 句

design B1

n. 设计

本篇1次·真题 132 句

relationship B1

n. 关系

本篇1次·真题 109 句

risk A2

n. 风险

本篇1次·真题 108 句

individual B2

adj. 单独的

本篇1次·真题 79 句

measure B1

v. 测量

本篇1次·真题 68 句

performance B1

n. 表演

本篇1次·真题 66 句

current B1

adj. 现在的

本篇1次 · 真题 64 句

potential B2

adj. 潜在的

本篇1次 · 真题 63 句

pressure B1

n. 心理压力

本篇1次 · 真题 63 句

solve A2

v. 解决 (问题、困难)

本篇1次 · 真题 58 句

attack A2

v. 攻击

本篇1次 · 真题 55 句

wrong A2

adj. 错误的

本篇1次 · 真题 54 句

link A2

n. 联系

本篇1次 · 真题 52 句

perform B1

v. 执行

本篇1次 · 真题 52 句

various B1

adj. 各种各样的

本篇1次 · 真题 52 句

available A2

adj. 可获得的

本篇1次 · 真题 48 句

debate B2

n. 辩论

本篇1次 · 真题 48 句

easily A2

adv. 容易地

本篇1次 · 真题 47 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次 · 真题 47 句

scientific B1

adj. 科学的

本篇1次 · 真题 47 句

extreme B2

adj. 极度的

本篇1次 · 真题 39 句

pattern B1

n. 模式

本篇1次 · 真题 37 句

expectation

B2

n. 期待,预期

本篇1次·真题 34 句

theory

B1

n. 理论

本篇1次·真题 31 句

differ

B1

v. 不同, 有区别

本篇1次·真题 30 句

remote

B1

adj. 遥远的

本篇1次·真题 30 句

being

B1

n. 存在

本篇1次·真题 29 句

association

B2

n. 协会

本篇1次·真题 28 句

complex

B2

adj. 复杂的, 难懂的

本篇1次·真题 26 句

principle

B2

n. 原则, 准则

本篇1次·真题 26 句

addition

A2

n. 增加

本篇1次·真题 25 句

possibility

B1

n. 可能性

本篇1次·真题 24 句

political

B1

adj. 政治的

本篇1次·真题 22 句

willing

B1

adj. 愿意的, 乐意的

本篇1次·真题 22 句

formal

B1

adj. 正式的

本篇1次·真题 21 句

ordinary

B1

adj. 普通的

本篇1次·真题 21 句

deeply

B1

adv. 深深地

本篇1次·真题 20 句

expose

B2

v. 使暴露

本篇1次·真题 20 句

structure B1

n. 结构

本篇1次·真题 20 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 17 句

comfort B1

n. 舒适

本篇1次·真题 15 句

intend B1

v. 打算, 计划

本篇1次·真题 15 句

hunt B1

v. 搜寻

本篇1次·真题 14 句

neighborhood B1

n. 街区

本篇1次·真题 14 句

tech B1

n. 技术

本篇1次·真题 14 句

crew B1

n. 全体船员

本篇1次·真题 13 句

guy A2

n. 男人

本篇1次·真题 13 句

mystery B1

n. 神秘的事物;难以理解的事

本篇1次·真题 13 句

badly A2

adv. 严重地

本篇1次·真题 12 句

initial B1

adj. 最初的

本篇1次·真题 12 句

insight B2

n. 洞察力

本篇1次·真题 12 句

surprised A2

adj. 感到惊讶的

本篇1次·真题 12 句

zone B1

n. 区域

本篇1次·真题 12 句

embrace B2

v. 拥抱

本篇1次·真题 11 句

explanation B1

n. 解释

本篇1次 · 真题 11 句

cereal B1

n. 谷物 (早餐)

本篇1次 · 真题 10 句

spark B1

n. 火花

本篇1次 · 真题 10 句

acceptable B1

adj. 可接受的

本篇1次 · 真题 9 句

cannot A1

aux. 不能

本篇1次 · 真题 9 句

capability B2

n. 能力

本篇1次 · 真题 9 句

genius B2

n. 天才

本篇1次 · 真题 9 句

clue B1

n. 线索

本篇1次 · 真题 8 句

informal B1

adj. 非正式的, 随意的

本篇1次 · 真题 8 句

similarly B2

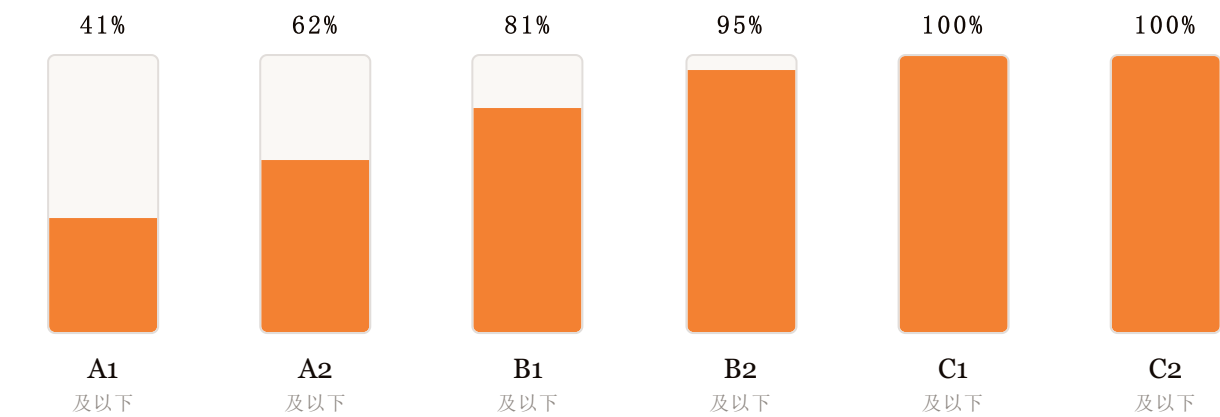
adv. 相似地

本篇1次 · 真题 8 句

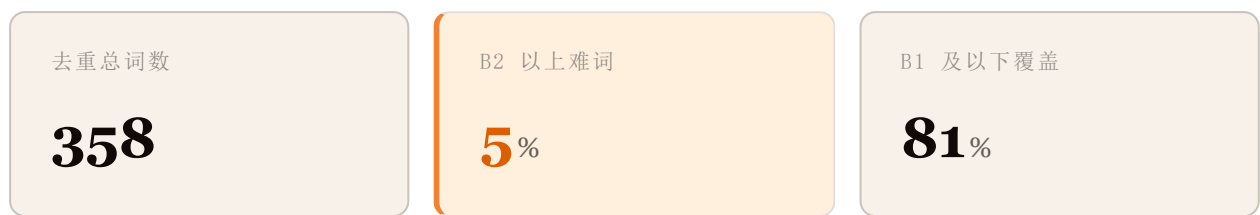
VOCABULARY · 词汇难度分布

全文 358 词按 CEFR 难度累积覆盖

全文去重后共 **358** 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 358 个 · 末柱为 100%



英语四级 2022年12月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2022年12月第2套共用 · 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 →