

2021年 考研英语二阅读理解（四选一） 第4篇·36-40 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·36-40 题

本页 36-40 题的答案与逐题解析由懒笔记基于2021年 考研英语二阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

英语二真题(2021)

Section II Part A (4)

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on the **ANSWER SHEET**. (40 points)

Text 4

P1 We're fairly good at judging people based on first impressions, thin slices of experience ranging from a glimpse of a photo to five-minute interaction, and deliberation can be not only extraneous but intrusive. In one study of the ability she called "thin slicing," the late psychologist Nalini Ambady asked participants to watch silent 10-second video clips of professors and to rate the instructor's overall effectiveness. Their ratings correlated strongly with students' end-of-semester ratings. Another set of participants had to count backward from 1,000 by nines as they watched the clips, occupying their conscious working memory. Their ratings were just as accurate, demonstrating the intuitive nature of the social processing.

我们相当擅长基于第一印象来判断他人，这种薄片体验范围从瞥见一张照片到五分钟的互动，而深思熟虑不仅可能是多余的，还可能是干扰性的。在一项关于她称之为“薄片切割”能力的研究中，已故心理学家 Nalini Ambady 要求参与者观看教授们的10秒无声视频片段，并对教师的整体有效性进行评分。他们的评分与学生的学期末评分高度相关。另一组参与者在观看视频片段时必须从1000倒数，每次减9，占用他们有意意识的工作记忆。他们的评分同样准确，证明了社会处理过程的直觉性质。

P2 Critically, another group was asked to spend a minute writing down reasons for their judgment, before giving the rating. Accuracy dropped dramatically. Ambady suspected that deliberation focused them on vivid but misleading cues, such as certain gestures or utterances, rather than letting the complex interplay of subtle signals form a holistic impression. She found similar interference when participants watched 15-second clips of pairs of people and judged whether they were strangers, friends, or dating partners.

关键的是，另一组被要求在给出评分之前花一分钟写下他们判断的理由。准确性急剧下降。Ambady 怀疑深思熟虑使他们专注于生动但具有误导性的线索，例如某些手势或话语，而不是让微妙信号的复杂相互作用形

成整体印象。当参与者观看15秒的两人配对视频片段并判断他们是陌生人、朋友还是约会对象时,她发现了类似的干扰。

P3 Other research shows we're better at detecting deception from thin slices when we rely on intuition instead of reflection. "It's as if you're driving a stick shift," says Judith Hall, a psychologist at Northeastern University, "and if you start thinking about it too much, you can't remember what you're doing. But if you go on automatic pilot, you're fine. Much of our social life is like that."

其他研究表明,当我们依靠直觉而非反思时,我们更善于从薄片中检测欺骗。东北大学心理学家Judith Hall说:"这就像你在开手动挡车,如果你开始想得太多,你就记不住自己在做什么。但如果你进入自动驾驶模式,你就没问题。我们的社会生活很大程度上就是这样。"

P4 Thinking too much can also harm our ability to form preferences. College students' ratings of strawberry jams and college courses aligned better with experts' opinions when the students weren't asked to analyze their rationale. And people made car-buying decisions that were both objectively better and more personally satisfying when asked to focus on their feelings rather than on details, but only if the decision was complex—when they had a lot of information to process.

思考过多也会损害我们形成偏好的能力。当大学生不被要求分析他们的理由时,他们对草莓酱和大学课程的评分与专家意见更一致。当人们被要求关注自己的感受而非细节时,他们做出的购车决策既在客观上更好,也在个人层面上更令人满意,但只有在决策复杂时才如此——当他们有大量信息需要处理时。

P5 Intuition's special powers are unleashed only in certain circumstances. In one study, participants completed a battery of eight tasks, including four that tapped reflective thinking (discerning rules, comprehending vocabulary) and four that tapped intuition and creativity (generating new products or figures of speech). Then they rated the degree to which they had used intuition ("gut feelings," "hunches," "my heart"). Use of their gut hurt their performance on the first four tasks, as expected, and helped them on the rest. Sometimes the heart is smarter than the head.

直觉的特殊力量只在特定情况下才会释放。在一项研究中,参与者完成了八项任务,其中四项利用反思性思维(辨别规则、理解词汇),四项利用直觉和创造力(生成新产品或修辞手法)。然后他们评估自己使用直觉的程度("直觉感受"、"预感"、"我的内心")。如预期的那样,使用直觉损害了他们在前四项任务上的表现,但帮助他们完成其余任务。有时心灵比头脑更聪明。

题目与逐题解析

36. Nalini Ambady's study deals with ____.

- [A] the power of people's memory
- [B] the reliability of first impressions
- [C] Instructor-student interaction
- [D] people's ability to influence others

Nalini Ambady的研究涉及_____。

A) 人们记忆的力量 B) 第一印象的可靠性 C) 教师与学生的互动 D) 人们影响他人的能力

【答案】 B (细节题)

【判型】 题干 Nalini Ambady's study deals with 锁定的是某项具体研究的研究对象,是文中可直接回答的事实,不带 infer/imply/main idea 等推断主旨信号。

【拆句】 Nalini Ambady's study deals with _____. 是"主语 + deals with + 宾语空缺"的填空式陈述句，主语是 Nalini Ambady's study，谓语 deals with 意为"研究/涉及"，空格处要填她研究的对象——结构平铺直叙，无陷阱。

【定位】 We're fairly good at judging people based on first impressions, thin slices of experience ranging from a glimpse of a photo to five-minute interaction, and deliberation can be not only extraneous but intrusive. In one study of the ability she called "thin slicing," the late psychologist Nalini Ambady asked participants to watch silent 10-second video clips of professors and to rate the instructor's overall effectiveness.

我们仅凭第一印象——从瞥一眼照片到五分钟互动这种"薄切"经验——就能相当准地评判他人，而刻意琢磨不仅多余还会添乱。在一项研究她称之为"薄切"这一能力的实验里，已故心理学家 Nalini Ambady 让被试观看10秒无声教师视频，并给老师的整体教学效果打分。

【选项】 A) 无中生有

memory 在原文只是实验中用来"占用工作记忆"的手段 occupying their conscious working memory，不是 Ambady 要研究的能力。

B) ✓ 正确

We're fairly good at judging people based on first impressions ↔

the reliability of first impressions

first impressions ↔ first impressions

the reliability of first impressions 恰好是"凭第一印象判断他人有多准"的名词化表达，与定位句的语义和预判一致。

C) 偷换概念

原文实验的素材是 silent 10-second video clips of professors，但素材里的师生关系并非 Ambady 研究的对象——她研究的是"凭薄切经验判断他人"。

D) 无中生有

P1 全段讨论的是"判断他人"，不是"影响他人"；influence 在文中无任何对应。

37. In Ambady's study, rating accuracy dropped when participants _____.

- [A] focused on specific details
- [B] gave the rating in limited time
- [C] watched shorter video clips
- [D] discussed with one another

在 Ambady 的研究中,当参与者 _____ 时,评分准确性下降。

A) 关注具体细节 B) 在有限时间内给出评分 C) 观看较短的视频片段 D) 相互讨论

【答案】 A (细节题)

【判型】 题干 rating accuracy dropped when participants _____ 用 when 引出条件，要求填入参与者具体做了什么——是可在原文直接抓取的事实。

【拆句】 In Ambady's study, rating accuracy dropped when participants _____. 主句是 rating accuracy dropped, when 引导时间状语从句, 从句主语 participants 后留空待填谓语——填的应是"参与者在做什么时"准确率下降。

【定位】 Critically, another group was asked to spend a minute writing down reasons for their judgment, before giving the rating. Accuracy dropped dramatically. Ambady suspected that deliberation focused them on vivid but misleading cues, such as certain gestures or utterances, rather than letting the complex interplay of subtle signals form a holistic impression.

关键的是, 另一组被要求在打分前花一分钟写下自己评判的理由。准确率显著下降。

Ambady 推测, 这种刻意琢磨让被试盯住了一些醒目却具有误导性的线索, 比如某些手势或言语, 而没能让微妙信号之间复杂的交互形成一个整体印象。

【选项】 A) ✓ 正确

focused them on vivid but misleading cues, such as certain gestures or utterances ↔

focused on specific details

focused them on ↔ **focused on**

focused on specific details 用上位概括词覆盖了原文的具体细节例证, 与预判完全一致。

B) 偷换概念

原文虽出现 spend a minute, 但这一分钟是"写理由"的时间, 不是"打分时间被限"; 下降的原因是 deliberation 让人聚焦显眼细节, 与"打分时间有限"无关。

C) 无中生有

本段沿用上一段的视频时长, 并未出现"更短视频"的设计; shorter clips 在原文找不到对应。

D) 无中生有

本段是 another group was asked to spend a minute writing down reasons, 是个体独自写理由, 不是与他人讨论。

38. Judith Hall mentions driving to show that_____.

- [A] reflection can be distracting
- [B] memory may be selective
- [C] social skills must be cultivated
- [D] deception is difficult to detect

Judith Hall提到驾驶是为了说明_____。

A) 反思可能会分散注意力 B) 记忆可能是有选择性的 C) 社交技能必须培养 D) 欺骗很难察觉

【答案】 A (例证目的题)

【判型】 题干 Judith Hall mentions driving to show that_____ 用 "mentions ... to show that" 直问例证用于支持什么观点, 是典型的例证目的题。

【拆句】 Judith Hall mentions driving to show that _____. 主干是 Judith Hall mentions driving, 不定式 to show that _____ 作目的状语, that 引导宾语从句留空——填空要回答“提及开车是为了说明什么”。

【定位】 Other research shows we're better at detecting deception from thin slices when we rely on intuition instead of reflection. "It's as if you're driving a stick shift," says Judith Hall, a psychologist at Northeastern University, "and if you start thinking about it too much, you can't remember what you're doing. But if you go on automatic pilot, you're fine."

其他研究表明, 靠直觉而不是反思, 我们更善于从薄切信息中识破欺骗。"这就像你在开手动挡," 东北大学心理学家 Judith Hall 说, "如果你开始想得太多, 反而会忘了自己在干什么。但如果你切到自动驾驶模式, 反而开得很顺。"

【选项】 A) ✓ 正确

if you start thinking about it too much, you can't remember what you're doing ↔

reflection can be distracting

we're better at detecting deception from thin slices when we rely on intuition instead of reflection

↔ reflection can be distracting

reflection can be distracting 就是论点句“靠直觉胜过反思”的反面表述——反思会分散/扰乱判断, 正好契合开车比喻的目的。

B) 偷换概念

原文 can't remember what you're doing 里的 remember 只是“开车比喻”的字面用词, 不是在讨论真正的记忆机制; 本段也无任何“记忆有选择性”的论断。

C) 无中生有

段末 Much of our social life is like that 只是把比喻泛化到社交生活, 并未谈“社交技能要培养”; cultivated 在文中无任何对应。

D) 与原文相反

本段 we're better at detecting deception from thin slices 强调的是“靠直觉更能识破欺骗”, 方向是“识破容易”, 不是“识破困难”。

39. When you are making complex decisions, it is advisable to_____.

- [A] collect enough data
- [B] list your preferences
- [C] seek expert advice
- [D] follow your feelings

当你做复杂决策时,明智的做法是_____。

A) 收集足够的数据 B) 列出你的偏好 C) 寻求专家建议 D) 跟随你的感觉

【答案】 D (细节题)

【判型】 题干 When you are making complex decisions, it is advisable to_____ 把场景钉死在“做复杂决策时”, 要求填入具体动作——可直接从原文对应句抓取。

【拆句】 When you are making complex decisions, it is advisable to _____. When 引导时间状语从句给出情境，主句 it is advisable to ... 是"it 形式主语 + 不定式真主语"结构，不定式短语后半留空——结构清晰，无陷阱。

【定位】 And people made car-buying decisions that were both objectively better and more personally satisfying when asked to focus on their feelings rather than on details, but only if the decision was complex—when they had a lot of information to process.

而且，当被要求专注于感受而不是细节时，人们做出的购车决定既客观上更好、也主观上更让自己满意——但前提是这个决策是复杂的，也就是他们要处理大量信息时。

【选项】 A) **与原文相反**

原文 focus on their feelings rather than on details 明确把 details 放在 rather than 的反面位置，"收集更多数据"恰是被作者否定的做法。

B) **偷换概念**

原文 Thinking too much can also harm our ability to form preferences 谈的是"形成偏好"，而不是"列出偏好"；list 在原文没有任何对应。

C) **偷换概念**

原文出现的 experts' opinions 只是用来"作为评分基准"对比学生评分，并不是建议人们去咨询专家；本段也未提 seek expert advice。

D) **✓ 正确**

focus on their feelings ↔ **follow your feelings**

only if the decision was complex ↔ **follow your feelings**

follow your feelings 直接取了 focus on their feelings 的同义表达，完美对应预判。

40. What can we learn from the last paragraph?

- [A] Generating new products takes time.
- [B] Intuition may affect reflective tasks.
- [C] Vocabulary comprehension needs creativity.
- [D] Objective thinking may boost intuitiveness.

我们能从最后一段中了解到什么？

- A) 产生新产品需要时间。 B) 直觉可能影响反思性任务。 C) 词汇理解需要创造力。
D) 客观思考可能增强直觉性。

【答案】 B (推断题)

【判型】 题干 What can we learn from the last paragraph? 用 "can we learn from" 提问，要求基于末段做一步合理引申，是推断题的标志。

【拆句】 What can we learn from the last paragraph? 是"what + can + 主语 + 动词"的特殊疑问句，主语 we、谓语 can learn、from 介词短语指明出处——结构平铺直叙，无陷阱。

【定位】 In one study, participants completed a battery of eight tasks, including four that tapped reflective thinking (discerning rules, comprehending vocabulary) and four that tapped intuition and creativity (generating new products or figures of speech). Then they rated the degree to which they had used intuition ("gut feelings," "hunches," "my heart"). Use of their gut hurt their performance on the first four tasks, as expected, and helped them on the rest.

在一项研究中，被试完成了八项任务的组合，其中四项考反思（找规则、理解词汇），另四项考直觉和创造力（创造新产品或新比喻）。然后他们打分评估自己使用直觉的程度（“凭感觉”“直觉”“用心”）。使用直觉如预期那样损害了前四项任务的表现，却在后四项上帮了他们。

【选项】 A) **无中生有**

原文只说 generating new products or figures of speech 是直觉/创造力任务，未涉及“耗时”这一维度。

B) **✓ 正确**

Use of their gut hurt their performance on the first four tasks ↔

Intuition may affect reflective tasks.

four that tapped reflective thinking ↔ **reflective tasks**

gut ↔ **Intuition**

Intuition may affect reflective tasks. 用情态动词 may + 中性动词 affect 给原文的 hurt 加了“推断式”语气，是教科书式的推断题正确项形态。

C) **与原文相反**

原文 comprehending vocabulary 被明确分类到 tapped reflective thinking 一侧，是反思任务；说它“需要创造力”与原文分类相反。

D) **与原文相反**

原文方向是“用直觉做反思任务有害”，并未说“客观思考会提升直觉”；boost intuitiveness 在原文无任何对应。

SENTENCE INSIGHTS • 句子精讲

10 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。

We're fairly good at judging people based on first impressions, thin slices of experience ranging from a glimpse of a photo to five-minute interaction, and deliberation can be not only extraneous but intrusive.

第1段，第1句

并列复合句是四六级和考研阅读中的常见句式,且本句第一个主句包含的"主系表+介词短语+同位语+分词定语"组合,以及第二个主句的"情态动词+not only...but..."表语结构,都是考试中频繁出现的典型句式。掌握本句的分析方法可迁移到大量类似结构的句子。

Critically, another group was asked to spend a minute writing down reasons for their judgment, before giving the rating.

第2段，第1句

本句成分丰富，主句包含主语、谓语、宾语补足语、状语等多种成分，且宾语补足语内部嵌套不定式和分词结构，适合练习识别非谓语动词。状语从句虽然简单，但涉及动名词作谓语核心的特殊用法，以及省略主语的情况，是典型的易错点。句首的独立副词 Critically 也是状语成分的常见形式，整体训练价值较高。

Ambady suspected that deliberation focused them on vivid but misleading cues, such as certain gestures or utterances, rather than letting the complex interplay of subtle signals form a holistic impression.

第2段，第3句

suspect that 引导的宾语从句结构在四六级和考研阅读中极为常见,从句内部的 focus on 搭配和 rather than 对比结构也是高频句式,掌握后可大量复用于理解类似的心理活动描写和对比论证句

She found similar interference when participants watched 15-second clips of pairs of people and judged whether they were strangers, friends, or dating partners.

第2段，第4句

主句 + 时间状语从句 + 嵌套宾语从句的结构在学术文章和考试阅读中非常常见。whether 引导的宾语从句、并列谓语、复杂名词短语修饰等都是四六级和考研的高频句式，掌握后可大量复用。

Other research shows we're better at detecting deception from thin slices when we rely on intuition instead of reflection.

第3段，第1句

"主句 + 宾语从句 + 状语从句" 是四六级和考研真题中的高频句式，宾语从句省略 "that" 和 "when" 引导时间状语从句都是典型考点，学习迁移价值高。

"It's as if you're driving a stick shift," says Judith Hall, a psychologist at Northeastern University, "and if you start thinking about it too much, you can't remember what you're doing. But if you go on automatic pilot, you're fine. Much of our social life is like that."

第3段，第2句

引语插入、条件从句前置以及 "It is as if..." 的比喻句式在真题阅读中极其常见，具有很强的复用价值。

And people made car-buying decisions that were both objectively better and more personally satisfying when asked to focus on their feelings rather than on details, but only if the decision was complex—when they had a lot of information to process.

第4段，第3句

本句成分丰富且含多个训练点：主句包含主谓宾结构及多个状语从句；定语从句中有主系表结构及并列表语；时间状语从句涉及主语省略和宾语补足语；条件状语从句再现主系表结构。句中展示了定语从句修饰宾语、多个状语从句修饰主句、省略结构还原、不定式作定语等多种成分划分训练点，是较好的综合练习句。

In one study, participants completed a battery of eight tasks, including four that tapped reflective thinking (discerning rules, comprehending vocabulary) and four that tapped intuition and creativity (generating new products or figures of speech).

第5段，第2句

这是学术文本中非常典型的句式：主句陈述研究内容，后接定语从句对研究对象进行分类说明。这种 "主句 + 并列定语从句" 的结构在四六级和考研阅读理解中频繁出现，掌握后迁移价值高

Then they rated the degree to which they had used intuition ("gut feelings," "hunches," "my heart").

第5段，第3句

本句的结构是典型的主句带限制性定语从句，且定语从句用了“介词 + which”引导，这是四六级和考研英语阅读中常见的句式。过去完成时与一般过去时的配合也是常考的时态组合。句子没有特别罕见的结构或生僻用法，学生掌握后可以迁移到大量类似句子。具有较高的代表性和复用价值。

What can we learn from the last paragraph?

第40题题干

特殊疑问句在四六级和考研英语阅读理解题干中极为常见，本句句式（疑问词 + 情态动词 + 主语 + 动词原形 + 状语）是典型的提问句型，掌握后可直接迁移到大量类似题目中。

HIGH-FREQUENCY • 真题高频词

本篇出现的 52 个考研英语二真题高频词

下列单词既在本篇真题中出现，又是 **考研英语二** 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。

participant B2

n. 参与者

本篇5次 · 真题 20 句

complex B2

adj. 复杂的，难懂的

本篇3次 · 真题 31 句

impression B1

n. 印象

本篇3次 · 真题 9 句

power A2

n. 权力

本篇2次 · 真题 90 句

focus B1

n. 重点

本篇2次 · 真题 77 句

product A2

n. 产品

本篇2次 · 真题 77 句

rate A2

n. 速度

本篇2次 · 真题 72 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 70 句

expert B1

n. 专家

本篇2次 · 真题 42 句

thinking A2

n. 思考

本篇2次 · 真题 33 句

judge B1

v. 判断, 评判

本篇2次 · 真题 27 句

generate B2

v. 产生, 引起 (结果、反应等)

本篇2次 · 真题 23 句

interaction B2

n. 相互作用

本篇2次 · 真题 22 句

detail B1

n. 细节

本篇2次 · 真题 19 句

psychologist B2

n. 心理学家

本篇2次 · 真题 19 句

creativity B2

n. 创造力

本篇2次 · 真题 18 句

preference B2

n. 偏爱

本篇2次 · 真题 13 句

detect B2

v. 发现, 察觉 (难以察觉的事物)

本篇2次 · 真题 12 句

data B1

n. 数据

本篇1次 · 真题 80 句

process B1

n. 过程

本篇1次 · 真题 80 句

opinion A2

n. 观点

本篇1次 · 真题 44 句

base A2

n. 基础

本篇1次 · 真题 43 句

seek B1

v. 寻找

本篇1次·真题 40 句

affect B1

v. 影响

本篇1次·真题 39 句

figure A2

n. 数字

本篇1次·真题 38 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 38 句

overall B1

adj. 总体的

本篇1次·真题 32 句

range B1

n. 范围

本篇1次·真题 31 句

shift B1

v. 移动

本篇1次·真题 31 句

performance B1

n. 表演

本篇1次·真题 30 句

rely B1

v. 依赖; 依靠

本篇1次·真题 30 句

boost B2

v. 提高

本篇1次·真题 28 句

specific B2

adj. 具体的

本篇1次·真题 28 句

signal B1

n. 信号

本篇1次·真题 25 句

analyze B2

v. 分析

本篇1次·真题 21 句

demonstrate B2

v. 证明

本篇1次·真题 21 句

harm B1

n. 伤害

本篇1次·真题 20 句

limited B1

adj. 有限的

本篇1次·真题 19 句

objective B2

n. 目标

本篇1次·真题 15 句

conscious B2

adj. 意识到的

本篇1次·真题 14 句

judgment B2

n. 判断力;识别力

本篇1次·真题 14 句

circumstance B2

n. 情况

本篇1次·真题 12 句

fairly B1

adv. 相当

本篇1次·真题 12 句

partner B1

n. 伴侣

本篇1次·真题 12 句

suspect B1

v. 怀疑

本篇1次·真题 12 句

automatic B1

adj. 自动的

本篇1次·真题 10 句

misleading B2

adj. 误导性的

本篇1次·真题 10 句

subtle B2

adj. 微妙的

本篇1次·真题 10 句

driving A2

n. 驾驶

本篇1次·真题 9 句

cue B2

n. 提示

本篇1次·真题 8 句

occupy B2

v. 占据, 占用 (空间、时间)

本篇1次·真题 8 句

personally B1

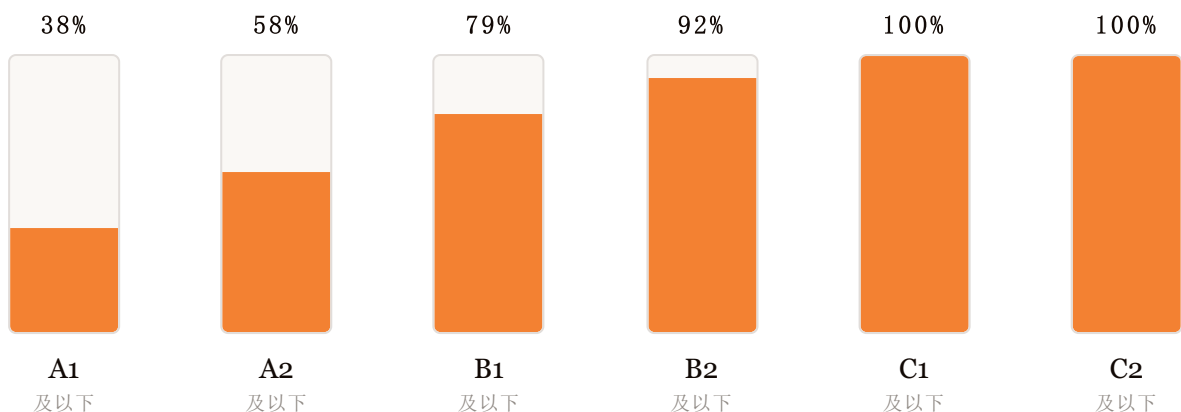
adv. 就个人而言

本篇1次·真题 8 句

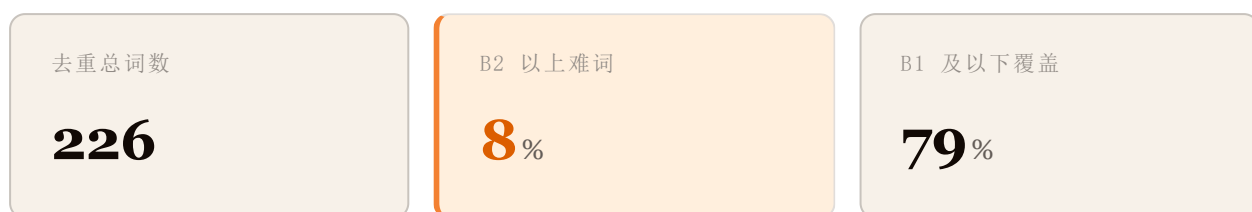
VOCABULARY • 词汇难度分布

全文 226 词按 CEFR 难度累积覆盖

全文去重后共 226 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 17 个·约 8%。



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 226 个 · 末柱为 100%



考研英语二 2021年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	题目解析 →
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	本题
Section II Part B	段落小标题（7选5）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →