四级 · 2016年12月大学英语四级真题（第2套）

历年真题

满分 710 分 · 时长 125 分钟 · 共 57 题

姓名：_____ 班级：_____ 得分：_____

手机在线做此卷
微信小程序即考
自动判分 · 手机作答

收听本卷听力题
6NXZ H6ZB
yingyu8.cn/d/6NXZH6ZB

本卷答案与讲解
237 881
yingyu8.cn/an/237881

一、写作（共 1 小题，每小题 106.5 分，共 106.5 分）

56.（词数 120-180 · 106.5 分）

二、听力（共 25 小题，每小题 7.1 分）

（听力/听写音频请在英速通应用内播放作答）

Questions 1 to 2

1. Why does New York State want to turn off Niagara Falls?

A. To satisfy the curiosity of tourists.

B. To replace two old stone bridges.

C. To enable tourists to visit Goat Island.

D. To improve utility services in the state.

2. What did people find when Niagara Falls was shut off in 1969?

A. Countless tree limbs.
B. A few skeletons.
C. Lots of wrecked boats and ships.
D. Millions of coins on the bottom.

Questions 3 to 4

3. What did the Tunisian government do after the gunmen's attack?

A. It suspended diplomatic relations with Libya.
B. It urged tourists to leave Tunisia immediately.
C. It shut down two border crossings with Libya.
D. It launched a fierce attack against Islamic State.

4. What were German and American security experts expected to do in Tunisia?

A. Advise Tunisian civilians on how to take safety precautions.
B. Track down the organization responsible for the terrorist attack.
C. Train qualified security personnel for the Tunisian government.
D. Devise a monitoring system on the Tunisian border with Libya.

Questions 5 to 7

5. What did the three university students invent?

A. An environment-friendly battery.
B. An energy-saving mobile phone.
C. A plant-powered mobile phone charger.
D. A device to help plants absorb sunlight.

6. When did they get the idea for the invention?

A. While sitting in their school's courtyard.
B. While playing games on their phones.
C. While solving a mathematical problem.
D. While doing a chemical experiment.

7. What does the speaker say about the invention?

A. It increases the applications of mobile phones.
B. It speeds up the process of photosynthesis.
C. It improves the reception of mobile phones.
D. It collects the energy released by plants.

four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 8 to 11

8. What did the man do before the telephone conversation?

A. He visited the workshops in the Grimsby plant.

B. He called the woman and left her a message.

C. He used stand-ins as replacements on all lines.

D. He asked a technician to fix the broken production line.

9. What does the man say about Line 3 in the Grimsby plant?

A. It is the most modern production line.

B. It assembles super-intelligent robots.

C. It has stopped working completely.

D. It is going to be upgraded soon.

10. What is the man's purpose in calling the woman?

A. To seek her permission.

B. To place an order for robots.

C. To request her to return at once.

D. To ask for Tom's phone number.

11. Where is the woman at the time of the conversation?

A. She is on duty.

B. She is having her day off.

C. She is on sick leave.

D. She is abroad on business.

Questions 12 to 15

12. What did Kerry Burke from New York Daily News say about the man?

A. He saved a baby boy's life.

B. He wanted to be a superhero.

C. He prevented a train crash.

D. He was a witness to an accident.

13. What do we learn about the man from the conversation?

A. He has a 9-month-old boy.

B. He is currently unemployed.

C. He enjoys the interview.

D. He commutes by subway.

14. What caused the incident?

A. A rock on the tracks.

B. A misplaced pushchair.

C. A strong wind.

D. A speeding car.

15. How did the mother react when the incident occurred?

A. She stood motionless in shock.

B. She cried bitterly.

C. She called the police at once.

D. She shouted for help. questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18

16. What does the speaker say about Maria McCartney?

A. She inherited her family ice-cream business in Billings.
B. She loved the ice-cream business more than teaching primary school.
C. She started an ice-cream business to finance her daughter's education.
D. She wanted to have an ice-cream truck when she was a little girl.

17. Why does Maria go into the mobile ice-cream business?

A. To preserve a tradition.
B. To amuse her daughter.
C. To help local education.
D. To make some extra money.

18. Why does Maria put a donation bucket in her truck?

A. To raise money for business expansion.
B. To make her truck attractive to children.
C. To allow poor kids to have ice-cream too.
D. To teach kids the value of mutual support.

Questions 19 to 21

19. What does the speaker mainly talk about?

A. The reasons for imposing taxes.
B. The various services money can buy.
C. The various burdens on ordinary citizens.
D. The function of money in the modern world.

20. What is most of the government money used for?

A. Educating and training citizens.
B. Improving public transportation.
C. Protecting people's life and property.
D. Building hospitals and public libraries.

21. How did the government raise money to pay public bills in the past?

A. By asking for donations.
B. By selling public lands.
C. By selling government bonds.
D. By exploiting natural resources.

Questions 22 to 25

22. What does the speaker say about Monaco?

A. It is located at the center of the European continent.
B. It relies on tourism as its chief source of revenues.
C. It contains less than a square mile of land.
D. It is surrounded by France on three sides.

23. Why did Monaco become familiar to Americans according to the speaker?

A. Its beauty is frequently mentioned in American media.
B. Its ruler Prince Rainier married an American actress.
C. It is where many American movies are shot.
D. It is a favorite place Americans like to visit.

24. What is one of the products Andorra exports?

A. Tobacco.
B. Potatoes.
C. Machinery.
D. Clothing.

25. What does the speaker mainly talk about?

A. European history.
B. European geography.
C. Small countries in Europe.
D. Tourist attractions in Europe.

三、选词填空（共 10 小题，每小题 3.55 分，共 35.5 分）

A. absorb	B. combined	C. contribute
D. depth	E. emissions	F. excursion
G. explore	H. floor	I. heights
J. indifferent	K. levels	L. mixed
M. picture	N. unsure	O. voyage

Questions ___26___ to ___35___ are based on the following passage. The ocean is heating up. That's the conclusion of a new study that finds that Earth's oceans now ___26___ heat at twice the rate they did 18 years ago. Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in Nature Climate Change. Warming waters are known to ___27___ to coral bleaching and they take up more space than cooler waters, raising sea ___28___ . While the top of the ocean is well studied, its depths are more difficult to ___29___ . The researchers gathered 150 years of ocean temperature data in order to get a better ___30___ of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century ___31___ of British naval ships to modern automated ocean probes. The extensive data sources, ___32___ with computer simulations , created a timeline of ocean temperature changes, including cooling from volcanic outbreaks and warming from fossil fuel ___33___ . About ___35___ percent of the heat taken in by the oceans during the industrial era now resides at a ___34___ of more than 700 meters, the researchers found. They say they're ___35___ whether the deep-sea warming canceled out warming at the sea's surface.

26. _____ 27. _____ 28. _____ 29. _____ 30. _____

31. _____ 32. _____ 33. _____ 34. _____ 35. _____

四、长篇阅读（共 10 小题，每小题 7.1 分，共 71 分）

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

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

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

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

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

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

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

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

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

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

五、汉译英（共 1 小题，每小题 106.5 分，共 106.5 分）

57. 随着中国的改革开放,如今很多年轻人都喜欢举行西式婚礼。新娘在婚礼上穿着白色婚纱,因为白色被认为是纯洁的象征。然而,在中国传统文化中,白色经常是葬礼上使用的颜色。因此务必记住,白花一定不要用作祝人康复的礼物,尤其不要送给老年人或危重病人。同样,礼金也不能装在白色的信封里,而要装在红色的信封里。

六、RC1（每小题 14.2 分）

"Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessaries of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation." Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well. Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare. The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty. Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages. Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste. While reformulating recipes is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with obesity, a mixture of approaches—including reformulation, taxation and adjusting portion sizes—will be needed. There is no silver bullet.

46. What did Adam Smith say about sugar, alcohol and tobacco?

A. They were profitable to manufacture.
B. They were in ever-increasing demand.
C. They were subject to taxation almost everywhere.
D. They were no longer considered necessities of life.

47. Why have many countries started to consider taxing sugar?

A. They are under growing pressure to balance their national budgets.
B. They find it ever harder to cope with sugar-induced health problems.
C. The practice of taxing alcohol and tobacco has proved both popular and profitable.
D. The sugar industry is overtaking alcohol and tobacco business in generating profits.

48. What do we learn about Danish taxation on fat-rich foods?

A. It did not work out as well as was expected.

B. It gave rise to a lot of problems on the border.

C. It could not succeed without German cooperation.

D. It met with firm opposition from the food industry.

49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?

A. Replacing sugar or salt with alternative ingredients.

B. Setting a limit on the amount of sugar or salt in their products.

C. Investing in research to find ways to adapt to consumers' needs.

D. Adjusting the physical composition of their products.

50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 3-4, Para. 7)?

A. There is no single easy quick solution to the problem.

B. There is no hope of success without public cooperation.

C. There is no hurry in finding ways to solve the obesity problem.

D. There is no effective way to reduce people's sugar consumption.

七、RC2（每小题 14.2 分）

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway. Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry. The average international runway model has a body mass index (BMI) under 16—low enough to indicate starvation by the World Health Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence. "Especially girls and teens," says Record. "Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines." That's especially worrying, she says, given that anorexia results in more deaths than does any other mental illness, according to the National Institute of Mental Health. It's commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness. Record's suggestion is to prohibit agents from hiring models with a BMI below 18. In April, France passed a law setting lower limits for a model's weight. Agents and fashion houses who hire models with a BMI under 18 could pay $82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U.S. support could make a difference. "A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

51. What do Record and Austin say about fashion models' body mass?

A. It has caused needless controversy.
B. It is but a matter of personal taste.
C. It is the focus of the modeling business.
D. It affects models' health and safety.

52. What are Record and Austin advocating in the Monday editorial?

A. A change in the public's view of female beauty.
B. Government legislation about models' weight.
C. Elimination of forced weight loss by models.
D. Prohibition of models eating non-food stuff.

53. Why are Record and Austin especially worried about the low body mass index of models?

A. It contributes to many mental illnesses.
B. It defines the future of the fashion industry.
C. It has great influence on numerous girls and women.
D. It keeps many otherwise qualified women off the runway.

54. What do we learn about France's fashion industry?

A. It has difficulty hiring models.
B. It now has a new law to follow.
C. It allows girls under 18 on the runway.
D. It has overtaken that of the United States.

55. What does Record expect of New York Fashion Week?

A. It will create a completely new set of rules.
B. It will do better than Paris Fashion Week.
C. It will differ from Paris Fashion Week.
D. It will have models with a higher BMI.

—— 参考答案与逐题解析附于卷末 ——

参考答案

客观题速查表 + 主观题参考范文/译文；逐题解析附后

1. B	2. D	3. C	4. D	5. C	6. A	7. D	8. B	9. C	10. A
11. B	12. A	13. B	14. C	15. A	16. D	17. A	18. C	19. A	20. C
21. B	22. D	23. B	24. D	25. C	26. A	27. C	28. K	29. G	30. M
31. O	32. B	33. E	34. D	35. N	36. F	37. C	38. I	39. B	40. G
41. E	42. A	43. J	44. D	45. H	46. C	47. B	48. A	49. D	50. A
51. D	52. B	53. C	54. B	55. D					

56. When it comes to choosing a career after graduation, I would rather work in a joint venture than in a state-
owned business. Though both offer decent prospects, I am firmly convinced that a joint venture suits me better.
The main reason is that a joint venture provides a more competitive environment, where personal ability, rather
than seniority, decides how far one can go. What attracts me most is the chance to work with foreign colleagues, learn advanced management skills and improve my English in daily practice. Besides, such
companies usually offer higher salaries and reward hard work generously, which matters a lot to a fresh
graduate like me. A state-owned business, by contrast, tends to be stable but slow, where a young talent may
easily be buried by dull routine.
For these reasons, I will not hesitate to choose a joint venture, because it offers exactly the growth and
challenge that a young person truly needs.

57. With China’ s reform and opening-up, many young people today prefer to hold Western-style weddings. The bride wears a white wedding dress at the wedding, because white is regarded as a symbol
of purity. However, in traditional Chinese culture, white is often the color used at funerals. Therefore, please bear in mind that white flowers should never be used as a gift to wish someone a quick recovery,
and especially should not be given to the elderly or the seriously ill. Similarly, gift money should not be
put in a white envelope, but rather in a red one.

逐题解析

答案定位与考点精讲

1. 【答案】B

定位题干关键词 turn off → 匹配录音中 wants to turn off the falls → 紧随其后的目的状语 to replace two 115-year-old stone bridges → 得出答案

考点：细节定位　目的状语识别

2. 【答案】D

定位题干关键词 1969 → 匹配录音中 was shut off in 1969 → 定位后续描述 They found millions of coins on the bottom → 得出答案

考点：细节定位　事实匹配

3. 【答案】C

定位题干关键词 Tunisian government do after the attack → 匹配录音中 the Tunisian government has closed its two border crossings with Libya → 同义替换 shut down = closed → 得出答案

考点：细节定位　同义替换

4. 【答案】D

定位题干关键词 German and American security experts → 匹配录音中 were expected to come to help Tunisia devise a new electronic video supervision system → 同义替换 devise = develop, supervision system = monitoring system → 得出答案

考点：细节定位　同义替换

5. 【答案】C

定位题干关键词 three university students invent → 匹配录音首句 have developed a plant-powered device to charge their mobile phones → 同义替换 device = charger → 得出答案

考点：细节定位　同义替换

6. 【答案】A

定位题干关键词 'got the idea' → 听到 'while sitting in their school's courtyard' → 直接匹配选项A

考点：细节定位　同义替换

7. 【答案】D

定位题干关键词 'invention' → 听到 'captures the energy... E-Kaia collects that energy' → 同义替换为 'collects the energy released by plants' → 得出答案D

考点：细节定位　同义替换　近义词辨析

8. 【答案】B

定位题干 'before the telephone conversation' → 听到女士说 'I got your message on the answering machine' → 推断男士之前留了言 → 得出答案B

考点：细节定位　推理判断

9. 【答案】C

定位题干 'Line 3' → 听到 'The robots on Line 3 have gone wrong. And the line is at a standstill' → 同义替换为 'has stopped working completely' → 得出答案C

考点：细节定位　同义替换

10. 【答案】A

定位对话核心冲突 → 听到男士说 'I thought I'd better get your OK first' → 推断其目的是寻求许可 → 得出答案A

考点：推理判断　观点态度

11. 【答案】B

定位对话结尾处男士的道歉语 → 识别女士对‘day off’的回应 → 推断其当前状态

考点：细节定位　语境推断

12. 【答案】A

定位记者对事件的总结性陈述 → 匹配男士的核心行为 → 排除其他选项的曲解

考点：细节定位　同义替换

13. 【答案】B

定位记者对男士身份的介绍 → 提取关键信息‘unemployed’ → 匹配选项

考点：细节定位　信息提取

14. 【答案】C

定位事件起因的直接描述 → 提取‘strong wind’ → 匹配选项

考点：细节定位　因果关系

15. 【答案】A

定位记者转述目击者对母亲反应的描述 → 提取‘stood frozen in shock’ → 匹配选项

考点：细节定位　同义替换

16. 【答案】D

定位Maria McCartney的个人陈述 → 匹配其童年愿望 → 得出答案

考点：细节定位　同义替换

17. 【答案】A

定位Maria解释动机的段落 → 识别转折词'Rather'后的核心陈述 → 得出答案

考点：细节定位　转折信号词捕捉

18. 【答案】C

定位Maria解释捐赠桶的段落 → 匹配其直接陈述 → 得出答案

考点：细节定位　同义替换

19. 【答案】A

通篇把握文章核心议题 → 识别首段引出话题与末段总结 → 得出答案

考点：主旨大意　篇章结构

20. 【答案】C

定位政府资金用途的具体描述 → 识别最高级'most'与原文'More than three-fourths'的对应 → 得出答案

考点：细节定位　同义替换　数量关系

21. 【答案】B

定位关键词 'government raise money' → 听到 'Years ago the government made money by selling public lands' → 同义替换得出答案

考点：细节定位与捕捉

22. 【答案】D

定位关键词 'Monaco' → 听到 'It is situated on the Mediterranean Sea and surrounded by France on three sides' → 同义替换得出答案

考点：细节定位与捕捉

23. 【答案】B

定位关键词 'Monaco become familiar to Americans' → 听到 'when its ruler, Prince Rainier, married the American actress Grace Kelly' → 同义替换得出答案

考点：细节定位与捕捉

24. 【答案】D

定位关键词 'Andorra exports' → 听到 'One of the products it exports is clothing' → 直接匹配得出答案

考点：细节定位与捕捉

25. 【答案】C

综合全文内容 → 首句点明 'Europe is home to several extremely tiny countries' → 后文依次介绍摩纳哥、安道尔、列支敦士登等 → 归纳主旨

考点：主旨大意

26. 【答案】A

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的

动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

27. 【答案】C

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

28. 【答案】K

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

29. 【答案】G

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

30. 【答案】M

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

31. 【答案】O

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

32. 【答案】B

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

33. 【答案】E

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

34. 【答案】D

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

35. 【答案】N

26 空 定位主语 'Earth's oceans' 与宾语 'heat' → 结合后文 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on'（承担，吸收）

27 空 定位主语 'Warming waters' 与宾语 'coral bleaching' → 识别固定搭配 'contribute to'（导致，促成）

28 空 定位动词 'raising' 与宾语 → 识别固定搭配 'raise sea levels'（导致海平面上升）

29 空 定位主语 'its depths' 与形容词 'difficult' → 结合前文 'well studied' 形成对比 → 选择表示'研究/探测'的动词

30 空 定位空格前主语 'Earth's oceans' 与宾语 'heat' → 结合语境 'at twice the rate' 判断为吸收热量的动作 → 匹配动词搭配 'take on' (承担，吸收) → 得出答案

31 空 定位空格前 '19th century' 与后 'of British naval ships' → 结合语境 'collected by everything from... to...' 判断为收集数据的工具或组织 → 匹配名词 'fleet' (舰队) → 得出答案

32 空 定位空格位于主语 'The extensive data sources' 与谓语 'created' 之间 → 判断空格处为非谓语动词作状语，表示伴随或方式 → 结合语义 '与计算机模拟结合' → 匹配过去分词 'combined' → 得出答案

33 空 定位空格前 'fossil fuel' → 结合语境 'warming from' 判断为化石燃料导致的变暖原因 → 匹配名词 'emissions' (排放) → 得出答案

34 空 定位空格前 'resides at a' 与后 'of more than 700 meters' → 结合语境 'deep-sea warming' 判断为描述深度位置 → 匹配名词 'depth' (深度) → 得出答案

35 空 定位主语 'They' 指代研究者 → 宾语从句 'whether...' 表示不确定性 → 结合科学报告语境，选择表示'不确定'的动词

考点：动词搭配 take on　语境选词　固定搭配 contribute to　固定搭配 raise levels　近义词辨析　非谓语动词　固定搭配

36. 【答案】F

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”

37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”

38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”

39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”

40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”

41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C

42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A

43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J

44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D

45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success

growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward　setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

37. 【答案】C

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A
43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward　setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

38. 【答案】I

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A

43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义 effort与ability的关联 focus on effort resolve helplessness generate success growth mind-set cultivate success stories hard work beliefs about why they had failed attitude toward setbacks mastery-oriented perseverance difficult math problems 实验内容 心态影响 动物实验 习得性无助 教学策略 动机提升 固定型心态定义 智力观 职场应用 反馈接受度

39. 【答案】B

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A
43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义 effort与ability的关联 focus on effort resolve helplessness generate success growth mind-set cultivate success stories hard work beliefs about why they had failed attitude toward setbacks mastery-oriented perseverance difficult math problems 实验内容 心态影响 动物实验 习得性无助 教学策略 动机提升 固定型心态定义 智力观 职场应用 反馈接受度

40. 【答案】G

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对

挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A
43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

41. 【答案】E
36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A
43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无

助 教学策略 动机提升 固定型心态定义 智力观 职场应用 反馈接受度

42. 【答案】A

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”

37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”

38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”

39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”

40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”

41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C

42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A

43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J

44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D

45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义 effort与ability的关联 focus on effort resolve helplessness generate success growth mind-set cultivate success stories hard work beliefs about why they had failed attitude toward setbacks mastery-oriented perseverance difficult math problems 实验内容 心态影响 动物实验 习得性无助 教学策略 动机提升 固定型心态定义 智力观 职场应用 反馈接受度

43. 【答案】J

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”

37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”

38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”

39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”

40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”

41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C

42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A

43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J

44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

44. 【答案】D

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”
41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C
42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A
43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J
44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D
45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

45. 【答案】H

36. 定位段落[D] → 识别“fixed mind-set”定义 → 匹配题干“固定型思维学生认为努力是低能力的标志”
37. 定位段落[C] → 识别实验结论“a focus on effort can help resolve helplessness and generate success” → 匹配题干“关注努力有效帮助儿童克服挫折并取得成功”
38. 定位段落[D]及后续（未完全给出） → 推断“growth mind-set”的培养方法 → 匹配题干“通过讲述强调努力和学习热爱的成功故事来培养成长型思维”
39. 定位段落[B] → 识别“beliefs about why they had failed” → 匹配题干“学生对失败原因的信念解释了他们对挫折的态度”
40. 定位段落[C]及[D] → 识别“mastery-oriented”学生（即growth mind-set）的特征 → 匹配题干“在作者的实

验中，成长型思维的学生在解决困难数学问题时表现出更强的毅力”

41. 定位题干关键词 'experiment' 和 'mind-sets' → 在段落C中找到作者进行的关于努力与能力归因的实验 → 该实验旨在探究学生心态（归因方式）对数学学习的影响 → 匹配段落C

42. 定位题干关键词 'failing again and again' 和 'animals' → 在段落A中找到 'after repeated failures, most animals conclude that a situation is hopeless' → 同义替换 'give up hope' 与 'conclude that a situation is hopeless' → 匹配段落A

43. 定位题干关键词 'informing students about the brain' 和 'enhance motivation' → 在段落J（未提供全文，但根据题型逻辑推断）中应包含关于向学生传授大脑可塑性知识以提升学习动机的内容 → 匹配段落J

44. 定位题干关键词 'fixed mind-set' 和 'intelligence is unchangeable' → 在段落D中找到 'The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that.' → 同义替换 'unchangeable' 与 'fixed characteristic' → 匹配段落D

45. 定位题干关键词 'workplace' 和 'feedback' 和 'fixed mind-set' → 在段落H（未提供全文，但根据题型逻辑推断）中应包含关于固定型心态管理者在职场中对反馈的反应 → 匹配段落H

考点：fixed mind-set定义　effort与ability的关联　focus on effort　resolve helplessness　generate success　growth mind-set　cultivate　success stories　hard work　beliefs about why they had failed　attitude toward setbacks　mastery-oriented　perseverance　difficult math problems　实验内容　心态影响　动物实验　习得性无助　教学策略　动机提升　固定型心态定义　智力观　职场应用　反馈接受度

46. 【答案】C

定位Adam Smith的直接引语 → 提取其对三种商品的描述（nowhere necessaries of life, objects of almost universal consumption, extremely popular subjects of taxation） → 匹配选项C的同义改写（subject to taxation almost everywhere）

考点：细节定位　同义改写

47. 【答案】B

定位政府考虑对糖征税的原因句 → 提取“surging obesity levels putting increasing strain on public health systems” → 推断出健康问题日益严重是动因 → 匹配选项B的同义改写（cope with sugar-induced health problems）

考点：因果推断　同义改写

48. 【答案】A

定位丹麦脂肪税案例 → 提取关键信息“was abandoned a year after its introduction”及原因“consumers were avoiding it by crossing the border” → 推断该税未达预期效果 → 匹配选项A的同义改写（did not work out as well as was expected）

考点：细节定位　结果推断

49. 【答案】D

定位“more recently”引导的最新努力 → 提取“adjust the fundamental make-up of the food”及例子“having salt on the outside, but none on the inside” → 理解其意为改变产品的物理构成 → 匹配选项D的同义改写（Adjusting the physical composition）

考点：细节定位　语境理解　同义改写

50. 【答案】A

定位结尾句“There is no silver bullet” → 结合前文“a mixture of approaches... will be needed”和“not just one solution” → 推断“silver bullet”比喻“简单快速的单一解决方案” → 匹配选项A的解释（no single easy quick solution）

考点：习语理解　上下文推断

51. 【答案】D

定位题干关键词 'body mass' → 在语篇中定位到 'a model's body mass should be a workplace health and safety issue' → 同义替换得出答案

考点：细节定位　同义替换

52. 【答案】B

定位题干关键词 'advocating' 和 'editorial' → 在语篇中定位到 'made their case for government regulation of the fashion industry' → 同义替换得出答案

考点：细节定位　同义替换

53. 【答案】C

定位题干关键词 'especially worried' → 在语篇中定位到 'worried not just about the models themselves, but about the vast number of girls and women their images influence' → 同义替换得出答案

考点：细节定位　同义替换

54. 【答案】B

定位题干关键词 'France' → 在语篇中定位到 'In April, France passed a law setting lower limits for a model's weight' → 同义替换得出答案

考点：细节定位　同义替换

55. 【答案】D

定位题干关键词 'New York Fashion Week' → 在语篇中定位到 'Our argument is that the same would be true of New York Fashion Week' → 结合前文法国立法内容进行推理

考点：推理判断　指代衔接

56. 【答案】When it comes to choosing a career after…

考生需围绕毕业选择（国企或合资企业）构建一篇结构清晰的议论文，明确表达个人选择并阐述理由，同时运用多样化的句式和清晰的逻辑衔接来组织论点。

考点：谋篇布局　SVO主干句　句式变化与复杂句构建

57. 【答案】With China’s reform and opening-up, many…

准确翻译文化对比信息，处理定语从句和固定搭配，确保句式结构清晰。

考点：take on（呈现/采用）　be regarded as（被认为是）　定语从句（that引导）　SVO主干结构