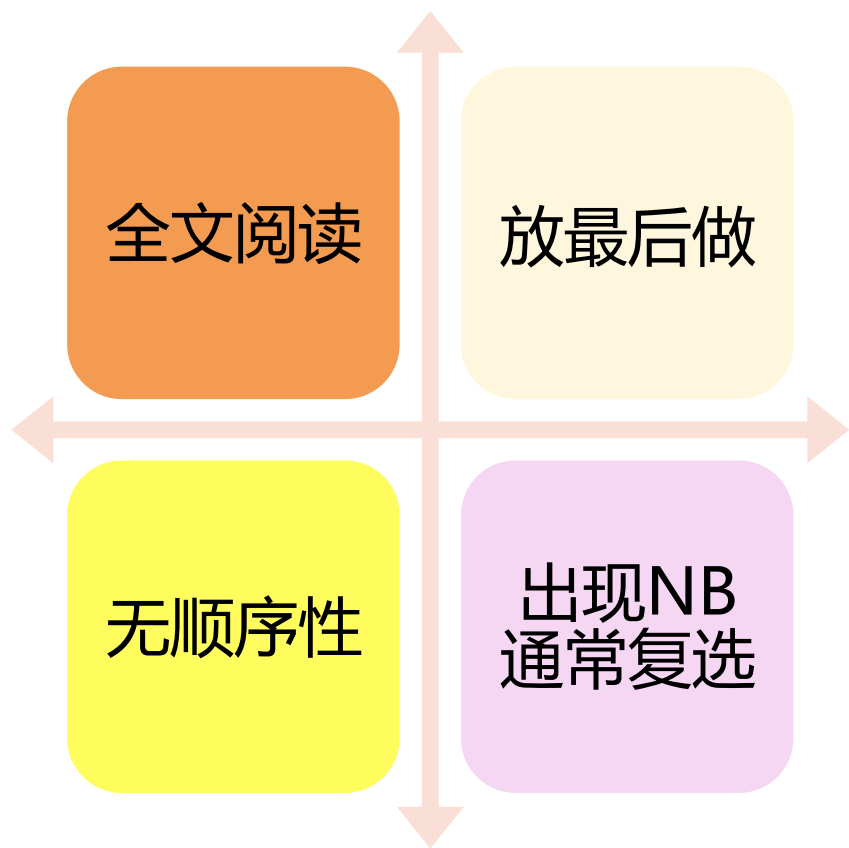


精讲精练（二）

▶ 段落信息匹配题专项

课次	课程安排
1	雅思阅读三板斧：---（略读、定位、同义替换）+结构阅读
2	慧眼识珠：---填空题注意事项+三类匹配
3	雅思中的询证：---判断题
4	不一样的选择题---选择题解题新思路
5	7分的坎---标题匹配+信息匹配+平行阅读
精讲1	总复习： 结构阅读+平行阅读+长难句专题1
精讲2	总复习： 段落信息匹配深度讲解+长难句专题2



Step 1

- 确认是否有NB

Step 2

- 读选项、划关键词

Step 3

- 看原文、匹配段落

C5T1P2

Nature or Nurture

先天还是后天

预判本文话题抽象

文体：议论文

- 信息匹配 6---难度大(乱序)
 - 单选题 3 ---排除法做题 (正序)
 - 判断 4 ---定位句范围1-3句 (正序)
-
- 做题顺序: 单选→判断→信息匹配

体裁	心理学实验类
主题	有关“先天”和“后天”的行为心理学实验分析
段落概括	
第一段	
第二段	
第三段	
第四段	
第五段	
第六段	
第七段	
第九段	

1.人类具有先天的攻击本性的倾向

2.令人吃惊的实验结果

3.实验产生的背景及目的介绍

4.实验过程的描述

5.关于实验结果的社会因素分析

6.精神学家起初对实验结果的预测

7.面对两种不同解释的选择

8.实验的准备阶段

9.对社会因素导致实验结果的进一步解释

A A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, **Stanley Milgram of Yale University tested 40 subjects** from all walks of life **for their willingness to obey instructions** given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that **the experiment was in the noble cause of education**, and **was designed to** test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

第一句
引入实验

第二句
实验目的

B **Milgram's experimental set-up** involved placing the teacher-subject before a panel of thirty switches with labels ranging from '15 volts of electricity (slight shock)' to '450 volts (danger - severe shock)' in steps of 15 volts each.

实验原理---细节不重要

C As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond.

实验开展后的过程

D Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts.

实验前的心理学家预测结果

E What were the actual results? Well, over 60 per cent of the teacher-subjects ...
真实的实验结果

F One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock.

第一个解释---重要

G **An alternative** to this notion of genetic programming is to see the teacher-subjects' actions **as a result of the social environment** under which the experiment was carried out.

第二个解释---侧重于社会环境的结果---重要

H **Thus**, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.

thus表明和上一段互为因果，同一话题
句子很长，结构复杂，一般都有考题

I Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology - to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

第一句总结两个解释

第二句说有一个问题是搞清楚两个解释哪个更重要

第三句说这也是sociobiology的问题

第四句复述总结sociobiology的关注点

体 裁	心理学实验类
主 题	有关“先天”和“后天”的行为心理学实验分析
段落概括	
第一段	
第二段	
第三段	
第四段	
第五段	
第六段	
第七段	
第九段	

3-8-4 - 6-2-1-5-9-7

1.人类具有先天的攻击本性的倾向
2.令人吃惊的实验结果
3.实验产生的背景及目的介绍
4.实验过程的描述
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6.精神学家起初对实验结果的预测
7.面对两种不同解释的选择
8.实验的准备阶段
9.对社会因素导致实验结果的进一步解释

读题划定位，
明确题干要求

20 The teacher-subjects were told that were testing whether 实验目的

21 The teacher-subjects were instructed to 实验步骤

22 Before the experiment took place the psychiatrists

subject---实验对象

预测在
哪一段？

- 20 The teacher-subjects were told that were testing whether 目的
- A a 450-volt shock was dangerous.
 - B punishment helps learning.
 - C the pupils were honest.
 - D they were suited to teaching.

A段最后一句：Specifically, Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils’ ability to learn.

- 20 The teacher-subjects were told that were testing whether 目的
- A a 450-volt shock was dangerous. 无中生有
- B punishment helps learning. 一致改写
- C the pupils were honest. 无中生有
- D they were suited to teaching. 无中生有

A段最后一句：Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

- 21 The teacher-subjects were instructed to
- A stop when a pupil asked them to.
 - B denounce pupils who made mistakes.
 - C reduce the shock level after a correct answer.
 - D give punishment according to a rule.

B段最后1句：

Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.

21 The teacher-subjects were instructed to

- A stop when a pupil asked them to. 原文矛盾
- B denounce pupils who made mistakes. 无中生有
- C reduce the shock level after a correct answer. 原文矛盾
- D give punishment according to a rule. 一致改写

B段最后1句：

Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, **as per the rule** governing the experimental situation of the moment.

- 22 Before the experiment took place the psychiatrists
- A believed that a shock of 150 volts was too dangerous.
 - B failed to agree on how the teacher-subjects would respond to instructions.
 - C underestimated the teacher-subjects' willingness to comply with experimental procedure.
 - D thought that many of the teacher-subjects would administer a shock of 450 volts.

通过D段和E段前2句

22 Before the experiment took place the psychiatrists

A believed that a shock of 150 volts was too dangerous. 无中生有

B failed to agree on how the teacher-subjects would respond to instructions.

C underestimated the teacher-subjects' willingness to comply with experimental procedure.

D thought that many of the teacher-subjects would administer a shock of 450 volts.

通过D段第3句：

The psychiatrists felt that 'most subjects would not go beyond 150 volts' and they further anticipated that only four per cent would go up to 300 volts.

22 Before the experiment took place the psychiatrists

A believed that a shock of 150 volts was too dangerous. 无中生有

B failed to agree on how the teacher-subjects would respond to instructions
原文矛盾

C underestimated the teacher-subjects' willingness to comply with
experimental procedure.

D thought that many of the teacher-subjects would administer a shock
of 450 volts.

通过D段第2句：

The overwhelming consensus was that virtually all the teacher-subjects would
refuse to obey the experimenter.

22 Before the experiment took place the psychiatrists

A believed that a shock of 150 volts was too dangerous. 无中生有

B failed to agree on how the teacher-subjects would respond to instructions
原文矛盾

C underestimated the teacher-subjects' willingness to comply with
experimental procedure.

D thought that many of the teacher-subjects would administer a shock
of 450 volts. 原文矛盾

通过D段第最后1句：

Furthermore, they thought that only a lunatic fringe of about one in 1,000
would give the highest shock of 450 volts.

22 Before the experiment took place the psychiatrists

A believed that a shock of 150 volts was too dangerous. 无中生有

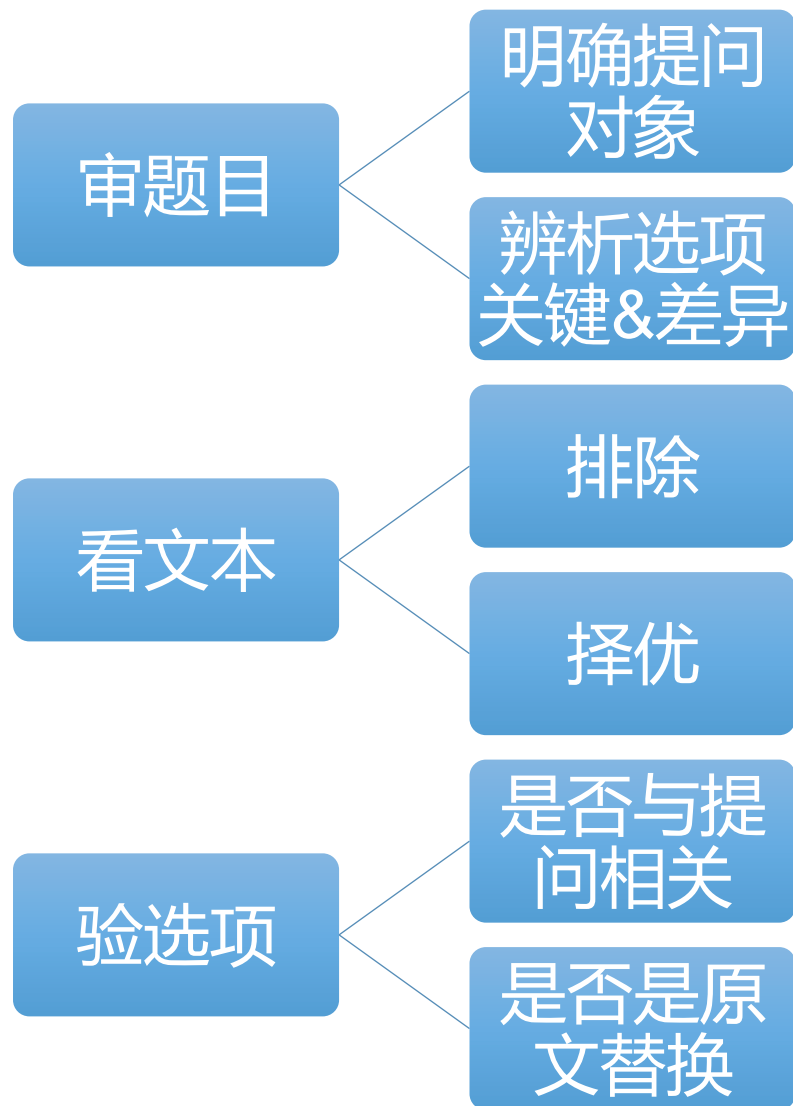
B failed to agree on how the teacher-subjects would respond to instructions
原文矛盾

C underestimated the teacher-subjects' willingness to comply with
experimental procedure. 一致改写

D thought that many of the teacher-subjects would administer a shock
of 450 volts. 原文矛盾

D段最后1句：Furthermore, they thought that **only a lunatic fringe of about one in 1,000** would give the highest shock of 450 volts.

E段前2句：What were the actual results? Well, **over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit!**



答非所问

- 选项内容完全是文中内容的同义替换，但是并非题干所问

以偏概全

- 局部过度推导整体

逻辑混乱

- 选项内容之间产生与原文不符的逻辑或从属关系

无中生有

- 捏造文中没有的信息

内容矛盾

- 与文中内容相反

选择题的分类

• 文中信息考察

1. 直接信息类（内容&因果）
 - 定位+同替
2. 间接信息类
 - suggest/probably/most likely
 - 一步推理或概括总结
3. 作者观点类
 - 观点类句型识别
 - 视角识别

写作目的考察

1. 单句目的
 - 常为例子看前后
2. 段落目的
 - 作者角度看结构

主旨类

1. 单段中心
 - 中心句分析或内容总结
2. 全文主题
 - 最后出现
 - 水到渠成

- 23 Several of the subjects were psychology students at Yale University.
- 24 Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.
- 25 In a sociological explanation, personal values are more powerful than authority.
- 26 Milgram's experiment solves an important question in sociobiology.

- 23 Several of the subjects were psychology students at **Yale University**.
- 24 Some people may believe that the teacher-subjects' behaviour could be explained as a positive **survival mechanism**.
- 25 In a **sociological explanation**, **personal values** are more powerful than **authority**.
- 26 Milgram's experiment solves an important question in **sociobiology**.

- 23 Several of the subjects were psychology students at Yale University.
- 24 Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.
- 25 In a sociological explanation, personal values are more powerful than authority.
- 26 Milgram's experiment solves an important question in sociobiology.

23 Several of the subjects were psychology students at Yale University.

24 Some people may believe that the teacher-subjects' behaviour could be explained as a **positive** survival mechanism.

(本题话题为老师行为原因解释，所以根据机构从F段开始找)

25 In a sociological explanation, personal values **are more powerful than** authority.

第二个解释

26 Milgram's experiment **solves an important question** in sociobiology. 最后一段

23 **Several** of the subjects were **psychology students** at **Yale University**.

A A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of **Yale University** tested 40 subjects from **all walks of life** for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform.

all walks of life是各行各业的意思，我们并不能肯定有些实验对象是来自耶鲁大学的心理学学生。

NOT GIVEN

24 Some people may believe that the teacher-subjects' behaviour could be **explained as a positive survival mechanism**.

F段：A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an **advantageous trait**, having been of **survival value** to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.

TRUE

25 In a sociological explanation, personal values are more powerful than authority.

H Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.

surrender A to B 表明B比A重要
FALSE

26 Milgram's experiment **solves an important question** in **sociobiology**.

I Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. **The problem** for biologists, psychologists and anthropologists **is to sort out which of these two polar explanations is more plausible**. **This**, in essence, is the problem of modern **sociobiology**

第一句说对于这个现象有两个解释；第二句说学家们还需要确定哪个解释对；第三句说sociobiology也需要搞清楚哪个对，说明M的实验没有解决这些学科的问题。

FALSE

- 14 a **biological explanation** of the teacher-subjects' behaviour
- 15 the **explanation** Milgram gave the teacher-subjects for the experiment
- 16 the **identity** of the pupils
- 17 the **expected statistical outcome**
- 18 the **general aim** of sociobiological study
- 19 the **way** Milgram **persuaded** the teacher-subjects to **continue**

【常见信息类型】

描述 : mention/(a) reference/description/account/details
观点 : suggestion/demand/claim/statement/hypothesis
解释 : why/reason/explanation
举例 : example(s)/a list of
对比 : comparison/contrast

Which paragraph contains the following information?

Write the correct letter A-I in boxes 14-19 on your answer sheet

14 a **biological explanation** of the teacher-subjects' behaviour

15 **the explanation** Milgram gave the teacher-subjects **for the experiment**

16 the **identity of the pupils**

17 the **expected statistical outcome**

18 the **general aim of sociobiological study**

19 the way Milgram **persuaded the teacher-subjects to continue**

Write the correct letter A-I in boxes 14-19 on your answer sheet

14 a **biological explanation** of the teacher-subjects' behaviour

15 **the explanation** Milgram gave the teacher-subjects **for the experiment**

16 the **identity of the pupils**

17 the **expected statistical outcome**

18 the **general aim of sociobiological study**

19 the way Milgram **persuaded the teacher-subjects to continue**

14应该隶属于试验后的行为解释，所以答案应该是在F段或者G段，再来看到是生物学的解释，所以答案只能是F了；

15题是M对于实验的解释也就是实验目的，所以答案应该是A段；

16题主要问到的是小孩子的身份，属于实验准备，也就是B段；

17是预测实验结果，可以通过D段的首句确认答案；

18涉及了social biological的内容，那么答案不难确定应该是I段；

19题是M劝服学生继续实验，该归属于实验过程，也就是C段。

语言知识点-句子拆分练习

长难句理解步骤

在阅读过程中，如果碰到定位出题句时一个较长的句子时，咱们分析的第一步一定是先通读全句，而不是立马开始从第一词顺着翻译，一般这种情况下顺翻，往往不能准确的把握句意。在通读全句后，我们要快速寻找句中的拆分信号词，来帮我们分解长句子为数个分句。

句子拆分

回顾常见句子结构：

- ① 主语 + 谓语
- ② 主语 + 谓语 + 宾语
- ③ 主语 + 谓语 + 间接宾语 + 直接宾语
- ④ 主语 + 谓语（系动词）+ 表语
- ⑤ 主语 + 谓语 + 宾语 + 宾补



动词（谓语/系动词）
是每个句子的核心

句子拆分

Task 1 : 用【】划出句子逻辑关系

The trees planted by the Dutch produced larger quantities of cinnamon 【than】 the wild trees.

【相比较于】

STEP 1 : 比较逻辑先断开

句子拆分

Task 2 : 用下划线划出句子的动词

The trees planted by the Dutch produced larger quantities of cinnamon **【than】** the wild trees.

生产

【相比较于】

STEP 2 : 句子动词划出来

句子拆分

Task 3 : 用波浪线划出句子的主宾（表）

The trees planted by the Dutch produced larger quantities of cinnamon 【than】 the wild trees.

树荷兰人种植 生产 更大数量肉桂 , 【相比较于】 野生树

STEP 3 : 动词前后找主宾或主表

句子拆分

Task 2 : 用 (括号) 划出主宾 (表) 的修饰成分

The trees (planted by the Dutch) produced (larger quantities of) cinnamon **【than】** the wild trees.

(荷兰人种植的) 树 生产 (更大数量的) 肉桂 , **【相比较于】** 野生树

STEP 4 : 名词短语分核心与修饰

句子拆分

Task 2 : 用 (括号) 划出主宾 (表) 的修饰成分

The trees (planted by the Dutch) produced (larger quantities of) cinnamon **【than】** the wild trees.

荷兰人种植的树 生产更大数量的肉桂 , 相比较于野生树而言

STEP 5 : 句子信息再整合 , 其余信息加进来

句子拆分步骤

STEP 1: 逻辑关系先断开

STEP 2: 划出句子动词

STEP 3: 动词前后找主宾或主表

STEP 4: 名词短语分核心与修饰

STEP 5: 句子信息再整合，其余信息加进来

请划分下面句子的主干

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer- lexical as well as social and commercial.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer- lexical as well as social and commercial.

主干： 主语 the rise of dictionaries
谓语 is associated with
宾语
who 定语从句 **修饰** middle class

除了规范英语混乱状态的实际需要外，英语字典的兴盛也与英国中产阶级的兴起有关。这些中产阶级渴望对各种要征服的环境进行定义和约束，包括词汇环境、社会环境和商业环境。

A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform.

主干: Stanley Milgram of Yale University tested 40 subjects

本句的难点是后置定语层层套嵌

from all walks of life 修饰subjects/

to obey ...整体修饰willingness

in which 为介词前置的定语从句

they were called upon to perform 为省略关系代词的定语从句

A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform.

几年前， 在一项很有趣但又让人感到困扰的心理学实验中， 耶鲁大学的Stanley Milgram 测试了40个来自于各行各业的实验对象。 该测试旨在测试在对某领导命令做的事情可能产生反感的情况下， 这些实验对象是否还原意执行命令。

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures.

Despite引导让步状语，其中that 是同位语从句说明intuition；主句economic analyses clearly show +省略了that的宾语从句；宾从中套嵌了more.... than的比较关系句子。

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures.

尽管人们直觉上认为应当采取一些激进的措施，解决这一可能需要付出高昂代价的问题，但是经济方面的分析表明，采取激进措施削减二氧化碳的排放量，将比采取措施适应温度的上升付出更大的代价。

Gifted children and learning (20 Min)

C10-T2-P2

做题正确率65.12% (新东方平台数据)

符合大概率第二篇组合规律 (段落信息配对+人名观点配对+填空)

本文做题顺序 (先顺序题型 , 再乱序题型)

建议做题顺序：人名观点匹配---句子填空--- 段落信息匹配

体裁	说明文
主要内容	介绍了天才儿童的智力影响因素和学习策略
A 段	IQ智力测试及优缺点
B 段	儿童如何通过适当的学习方法促进学习，如认知力的培养
C 段	成绩好的儿童都善于使用学习策略，有自制力
D 段	教师过度指导会影响儿童的自主性
E 段	知识和独立性等其他特质对专业领域内的学习作用很大
F 段	学习受情绪的影响，两者成正相关

定位词及题目关键词：

18. **Less time** can be spent on exercises with gifted pupils who produce **accurate work**.
19. **Self-reliance** is a **valuable** tool that helps gifted students reach their goals.
20. Gifted children know how to **channel their feelings** to assist their learning.
21. The very gifted child benefits from **appropriate support from close relatives**.
22. Really successful students have **learnt a considerable amount** about their subject.

本题无需预判直接定位



List of People

A. Freeman

B. Shore and Kanevsky

C. Elshout

D. Simonton

E. Boekaerts

18. **Less time** can be spent on exercises with gifted pupils who produce **accurate work**.

参考翻译：有天赋的孩子花在训练上的时间少，应为他们能准确地学习。

原文定位：C段3，4句

Overviewing research on the thinking process of highly able children, (**Shore and Kanevsky, 1993**) put the instructors' problem succinctly: if they merely think more quickly, then we need only teach more quickly. If they merely **make few errors**, then we can **shorten the practice**.

同义替换：shorten the practice=spent less time, practice=exercise

答案：B. Shore and Kanevsky

19. **Self-reliance** is a **valuable** tool that helps gifted students reach their goals.

题目翻译：自主性是一种有价值的工具，可以帮助有天赋的儿童达到他们的目标

原文定位：E段第2句

Research with creative scientists by **Simonton** brought him to the conclusion that above a certain high level, characteristics such as **independence** seemed to **contribute more** to reaching the **highest** levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice.

同义替换：self-reliance=independence

答案：D Simonton

20. Gifted children know how to **channel their feelings** to assist their learning.

题目翻译：有天赋的儿童知道如何运用自己的情绪来辅助他们的学习

原文定位：F段最后2句

In **Boekaert's** review of **emotion** in the learning theory of very high IQ and highly achieving children, she found **emotional forces** in harness(一起起作用). They were not only **curious**, but often had strong desire to control their environment, improve their learning efficiency, and increase their own learning resources.

。

思路解析：第二句都是描述情绪的作用。

答案：E Boekaert

21. The very gifted child benefits from appropriate support from close relatives.

题目翻译：有天赋的儿童受益于亲属给予的适当支持

定位原文：A段2，3，4句：

Children's education environment contributes to the IQ scores and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision. (freeman, 2001) The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc.

思路解析：close relatives=home education provision

答案：A Freeman

22. Really successful students have **learnt a considerable amount** about their subject.

题目翻译：真正成功的学生已经学会大量关于他们专业的知识。

原文定位：E段第1句

But scientific progress is not all theoretical, knowledge is also vital to outstanding performance: individuals who **know a great deal about a specific domain** will **achieve at a higher level** than those who do not (Elshout, 1995).

思路解析：a considerable amount about their subject=know a great deal about a specific domain

答案：C Elshout

23 One study found a strong connection between children's IQ and the availability of _____ and _____ at home.

24 Children of average ability seem to need more direction from teachers because they do not have _____

25 Metacognition involves children understanding their own learning strategies, as well as developing _____

26 Teachers who rely on what is known as _____ often produce sets of impressive grades in class tests.

23 One study found a strong connection between children's IQ and the availability of _____ and _____ at home.

分析：关键词IQ表明第一段在第A段，再通过home具体定句

24 Children of average ability seem to need more direction from teachers because they do not have _____

分析：按照顺序性优先考虑B段，话题来讲本题也是关于孩子需要帮助，也复合B段话题。*本题容易先考虑D段（老师），但注意D段强调的是老师过度指导的负面影响。另外可以借助考虑25题的位置。

后做填空题-使用文本结构预判段落出处

25 Metacognition involves children understanding their own learning strategies, as well as developing_____

分析：本题定位词metacognition容易定位在C段并且learning strategy在第3段。

26 Teachers who rely on what is known as _____ often produce sets of impressive grades in class tests.

分析：本题出现了teacher，明显定位D段，所以按照顺序性可以推理24题在第2段，25题在24和26之间。

23 One study found a strong connection between children's IQ and the availability of _____ and _____ at home.

题目翻译：研究发现孩子智商分数和家庭中的***和***有很大关系。

关键词：IQ, connection, at home

原文定位：A段第4句

The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc.

思路解析：需要填空的部分是并列关系。定位句in their home前面刚好有and 连接的两个并列的名词。

答案：books; activities

24 Children of average ability seem to need more direction from teachers because they do not have _____

题目翻译：能力一般的孩子需要从老师那儿获得更多的指导，因为他们缺乏***

关键词：average ability, do not

原文定位：B段第3句

There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by teacher often compensates for lack of internal regulation.

思路解析：do not have=lack of

答案：internal regulation/ self-regulation

25 Metacognition involves children understanding their own learning strategies, as well as developing_____

题目翻译：元认知包括孩子理解他们自己的学习策略，还有发展***。

关键词：metacognition, strategies

原文定位：B段最后一句

Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

解析：这题要找到一个和learning strategies并列的内容。

答案：emotional awareness

26 Teachers who rely on what is known as _____ often produce sets of impressive grades in class tests

题目翻译：依靠...的老师通常能够在考试中获得很好的分数。

关键词：teacher, impressive grades

原文定位：根据teacher定位D段第3句

Although “spoon-feeding” can produce extremely high examination results, they are not always followed by equally impressive life success.

思路解析：impressive grades=extremely high results

答案：spoon-feeding

段落信息匹配题乱序

14. a reference to the **influence of the domestic background** on the gifted child
参考译文：提到家庭背景对有天赋的儿童的影响。

15. reference to what can be **lost** if learners are given **too much guidance**.
参考译文：提到如果学习者获得过多指导，会失去那些东西。

16. a reference to the **damaging effects of anxiety**.
参考译文：提到焦虑的负面效果

17. Examples of **classroom techniques** which favour **socially-disadvantaged** children.
参考译文：关于课堂技术的例子，这些技术对落后社会的儿童有利

使用文本结构预判题目对应段落

14. a reference to the influence of the **domestic background** on the gifted child

分析：题目核心是家庭背景影响。

A段第二句提到了教育环境的重要性所以有可能是A段。

15. reference to what can be **lost** if learners are given **too much guidance**.

分析：“过度指导”会丧失东西。根据文本结构预判B段或D段, 都提及了“帮助”。

16. a reference to the **damaging effects of anxiety**

分析：关键词anxiety对应最后一段emotion。

17. Examples of **classroom techniques** which favour **socially-disadvantaged** children.

分析：classroom techniques预判在D段(教师相关)

14. a reference to the influence of the **domestic background** on the gifted child
题目翻译：提到家庭背景对有天赋的儿童的影响。

定位原文：A段第2-4句

Children's **educational environment** contributes to the IQ score and the way intelligence is used. For example, **a very close positive relationship** was found when children's IQ scores were compared with their **home educational provision** (Freeman, 2010). **The higher the children's IQ scores**, especially over IQ 130, **the better the quality of their educational backup**, measured in terms of reported verbal interactions with **parents**, number of books and activities in their **home** etc.

答案：A段

同义替换总结：domestic background=home educational provision/
educational backup

15. reference to what can be **lost** if learners are given **too much guidance**

题目翻译：提到如果学习者获得过多指导，会失去哪些东西

原文定位：D段第2句

Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to '**overdirect**' can **diminish** their gifted pupils' learning **autonomy**.

答案：D段

同义替换：overdirect=too much dependence on the teacher
diminish their gifted pupils' learning autonomy=loss of autonomy
and motivation

16. a reference to the **damaging effects of anxiety**

题目翻译：提到焦虑的负面效果

定位原文：F段第 2、3 句

Positive emotions facilitate the creative aspects of learning and **negative emotions** inhibit it. **Fear**, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour.

解题思路：此段中提及了消极情绪，例如fear对好奇心的抑制，不利于好奇心的培养。而题目中的anxiety 与 fear是同义词，都是消极的情绪。

答案：F

同义替换：Fear=anxiety

17. examples of **classroom techniques** which favour **socially-disadvantaged** children
题目翻译：关于课堂技术的例子，这些技术对落后社会的儿童有利。

定位原文：D 段最后一句

“Such practices have been found to be particularly useful for **bright children from deprived areas.**”

参考翻译：人们发现这类活动对于来自教育落后地区的聪明儿童非常有效。

解题思路：题目当中的 socially-disadvantaged children 相当于原文中的 children from deprived areas, favor 指的就是 be particularly use for、 classroom techniques 对应于原文中的such practices。

答案：D

同义替换：be particularly useful for bright children from deprived areas=which favour socially-disadvantaged children

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