

试卷三

**Section A**

26. [A] absorb

27. [C] contribute

28. [K] levels

29. [G] explore

30. [M] picture

31. [O] voyage

32. [B] combined

33. [E] emissions

34. [D] depth

35. [N] unsure

文章第一句讲到海洋正在升温, 不难推断出第 26 题应该是选 absorb, absorb 为吸收的意思。

be known to do sth, 由此可知第 27 题应该选动词原形, 再根据后面的 to, 故将答案锁定为 contribute, contribute... to... 意思是“是……的原因, 有助于; 为……做贡献; 为……捐款; 为……撰稿。”

raising... 为结果状语从句, 意为“导致了海平面的上升”, 故此空的答案为 levels。

该句的前半句意思是“海洋的表层(顶部)被研究得较为透彻”, 考生要谨记在做完形填空时, 要做到上下文的对应, 比对一下就可得知该空应该选择 study 的近义词, 通观所有的选项, 故选 explore。

研究者搜集了 150 年的海洋温度数据, 目的是要清晰地比对现在与过去的变化趋势, 故不难推测出要做图来进行比对, 因此该空的答案为 picture。

31 空后面有 naval ships 这样的字眼，故能联想到该空应该与 ships 有关，因此该空的答案为 voyage。

能与介词 with 搭配的形容词，通观所有的选项，只有 combined，combined with 意为结合，该短语在句中做插入语。

Fossil fuel 为矿物燃料，燃烧矿物燃料排放出的废气会导致温室效应，故该空应该选择 emissions。

More than 700 meters 是一个长度，再看前文，亦有提示----its depths，故该空的答案为 depth，at a depth of...意为在.....的深度。

35 空应填入一个形容词，再结合后面的宾语从句的引导词 whether，故将答案锁定为 unsure，要注意 sure 和 unsure 的宾语从句的引导词是不同的，sure 的宾语从句引导词为 that，unsure 的宾语从句的引导词为 whether，类似的词语还有 doubt，考生要注意区分。

## Section B

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

【答案】 [F] As predicted, the students with a growth mind-set felt that learning was more important goal than getting good grades. In addition, they held hard work in high regard, They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that would study less in the future, try never to take that subject again and consider cheating on future tests.

37. [C] Focusing on effort is effective in helping children overcome frustration and achieve success.

【答案】 [C] In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

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

【答案】 [I] How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses

who were more or less born that way puts students in a fixed mind-set, but mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

39. [B] Students' belief about the cause of their failure explains their attitude towards setbacks.

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

【答案】 [G] Such different outlook had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to the those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester-and the gap between the two groups continued to widen during the two years we followed them.

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

【答案】 [E] We validated these expectations in a study in which two other psychologists and I monitored 373 student for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

42. [A] After falling again and again, most animals give up hope.

【答案】 [A] I first began to investigate the basis of human motivation-and how people persevere after setbacks-as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change-a state they called learned helplessness.

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

【答案】 [J] In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine, I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain." They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational

changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

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

【答案】[D] Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different “theories” of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set(思维模式)." Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating (令人生畏);

they offer opportunities to learn. Students with such a growth mind-set were destined (注定) for great academic success and were quite likely to outperform their counterparts.

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

【答案】[H] A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

### Section C

**Passage One**

46. [D] They were no longer considered necessities of life.
47. [B] They find it ever harder to cope with sugar-induced health problems.
48. [A] It did not work out as well as was expected.
49. [D] Adjusting the physical composition of their products.
50. [A] There is no single easy quick solution to the problem.

**Passage Two**

51. [D] It affects models' health and safety.
52. [B] Government legislation about model's weight.
53. [C] It has great influence on numerous girls and women.
54. [B] It has now a new law to follow.
55. [D] It will have models with higher BMI.