

2007年12月英语六级短文改错(四十一) PDF转换可能丢失图片或格式，建议阅读原文

[https://www.100test.com/kao\\_ti2020/474/2021\\_2022\\_2007\\_E5\\_B9\\_B412\\_E6\\_c67\\_474260.htm](https://www.100test.com/kao_ti2020/474/2021_2022_2007_E5_B9_B412_E6_c67_474260.htm) 模拟训练 (三)

Psychologists take opposing views of how external rewards, from warm praise to cold cash, affect motivation and creativity. Behaviorists, who study the relation between actions and their consequences, argue that rewards cannot improve performance \_\_\_1\_\_\_ at work and school. Cognitive researchers, who study various aspects of mental life, maintain that rewards often destroy creativity by encouraging independence on approval and gifts \_\_\_2\_\_\_ from others. The later view has gained many supporters, especially \_\_\_3\_\_\_ among educators. But the careful use of small monetary rewards speak creativity in grade-school children, suggesting that properly \_\_\_4\_\_\_ presented inducements (刺激) indeed aid inventiveness, according to a study in the June Journal of Personality and Social Psychology. “ If kids know they are working for a reward and can focus on a relative challenging task, they show the most creativity. ” \_\_\_5\_\_\_ says Robert Eisenberger of the University of Delaware in Newark. “ But it is easy to kill creativity through giving rewards for \_\_\_6\_\_\_ poor performance or creating too much anticipation of rewards. ” \_\_\_7\_\_\_ “ A teacher who continually draws attention to rewards or who hands out high grades for ordinary achievement ends up uninspired \_\_\_8\_\_\_ students. ” Eisenberger holds. As an example of the latter point, he notes growing efforts at major universities to tighten grading standards and

restor falling grades. In earlier grades, the use of so-called token economics, in that students handle challenging problems and receive \_\_\_9\_\_\_ performance-based points toward valued rewards, show promise \_\_\_10\_\_\_ in raising effort and creativity, the Delaware psychologist claims.

答案及解析: 1. cannot -> can 本句中, who 引导非限制性定语从句做插入语, 主语为 Behaviorists, 故谓语 argue 保持原形。通读全文可知, 本文通过 Psychologists 的观点, 引出其反对观点和支持观点, 并对两种观点进行讨论。由第一段第二句中的谓语 argue ( “ 据理争辩 ” ), 可知 Behaviorists 在反对 Psychologists 的观点; 第三句中的谓语 maintain ( “ 坚信 ” ), 则表明支持 Psychologists 观点的是 Cognitive researchers。因此, Behaviorists 表达的观点应该是 rewards can improve performance at work and school, 即 “ 奖励可以促进人们在工作或在学习中的表现 ”, 故将 cannot 改为 can。 2. independence -> dependence 根据文意, independence on approval and gifts from others ( “ 不依赖于他人的赞许和礼物 ” ) 与 destroy creativity 在语意上矛盾。故将 independence 改为 dependence。 3. later -> latter later 意为 “ 后来的 ”, latter 意为 “ 后者; 第二个 ”。根据文意应该将 later 改为 latter。 4. speak -> speaks speak 的主语为上一行中的名词短语 the careful use, 主语应在数上保持一致, 故将 speak 改为 speaks; of all monetary rewards 是 the careful use 的后置定语, 作修饰成分。 5. relative -> relatively 本行中的 challenging 意为 “ 具有挑战性的 ”, 是形容词, 应该用副词来修饰, 故将 relative 改为 relatively。 6. through -> by through 和 by 都可以表示 “ 靠.., 通过.. ”; 前者一般接名词, 后者接动名词。through 后接动名词时, 意为 “ 由于..... ”

，与文意不符。7. of -> for此处rewards是anticipation的目标，应该用for，而of表示从属关系。8. uninspired前加withend up在本句中的主语是A teacher，因此使用第三人称单数。end up意为“以...告终”，后接动名词介词短语，一般不直接加名词。故应该加上with。9. that -> which根据上一行中逗号“，”可确定in that引导的不是原因状语从句，所以in...rewards只能是非限制性定语从句，which可单独引导非限制性定语从句，也可以与介词搭配使用，that不能引导非限制性定语从句。10. show -> shows分析全句结构可知，show是谓语，而主语是the use，of so-called token economics是后置定语，作主语的修饰成分。故将show改为shows。100Test 下载频道开通，各类考试题目直接下载。详细请访问 [www.100test.com](http://www.100test.com)