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六级·真题卷第2套·2015年6月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on Albert Einstein's remark "I have no special talents. I am only passionately curious." You can give an example or two to illustrate your point of view. You should write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear 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 1 to 4 are based on the conversation you have just heard.

1. A) Providing aid to the disabled.
B) Selling products made for left-handers.
C) Promoting products for manufacturers.
D) Printing labels for manufactured goods.
2. A) About half of them are unavailable on the market.
B) The kitchenware in his shop is of unique design.
C) All of them are manufactured in his own plant.
D) Most of them are specially made for his shop.
3. A) It is the man who is talking that set up the business.
B) There was more competition in the business about 30 years ago.
C) There are more left-handed products on the market now.
D) People in the business should run stores to sell products.
4. A) They specialise in one product only.
B) They have outlets throughout Britain.
C) They run chain stores in central London.
D) They sell by mail order only.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) It publishes magazines.
B) It is engaged in product design.
C) It sponsors trade fairs.
D) It runs sales promotion campaigns.
6. A) The woman's company failed to make payments in time.
B) The ad specifications had not been given in detail.
C) The woman's company made last-minute changes.
D) Organising the promotion was really time-consuming.
7. A) Run another four-week campaign.
B) Give her a 10 percent discount.
C) Extend the campaign to next year.
D) Cut the fee by half for this year.
8. A) Calm down and make peace.
B) Improve their promotion plans.
C) Stop negotiating for the time being.
D) Reflect on their respective mistakes.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four 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 9 to 12 are based on the passage you have just heard.

9. A) They are labeled pet animals by the researchers.
B) They look spotlessly clean throughout their lives.
C) They are looked after by animal-care organizations.
D) They sacrifice their lives for the benefit of humans.
10. A) They may behave abnormally.
B) They may breed out of control.
C) They may affect the results of experiments.
D) They may cause damage to the environment.
11. A) When they are no longer useful.
B) when they become ill.
C) When they become escapees.
D) when they get too old.

12. A) While holding a burial ceremony for a pet mouse, they were killing pest mice.
B) While advocating freedom for animals, they kept their pet mouse in a cage.
C) While calling for animal rights, they allowed their kids to keep pet animals.
D) While launching animal protection campaigns, they were trapping kitchen mice.

Questions 13 to 15 are based on the passage you have just heard.

13. A) They contribute most to it.
B) They are crazy about it.
C) They often find fault with it.
D) They take it for granted.
14. A) Tidal restlessness.
B) Heat and light.
C) Economic prosperity.
D) Historical continuity.
15. A) They lack knowledge of the culture of the city.
B) They are adventurers from all over the world.
C) They have difficulty surviving.
D) They find the city alien to them.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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 I** with a single line through the centre.*

Questions 16 to 18 are based on the recording you have just heard.

16. A) Protein was recognized as an essential component of diet.
B) Vitamins were synthesized from foods.
C) Effective measures of weight loss were determined.
D) Certain foods were found to be harmful to good health.
17. A) In order to urge medical doctors to participate in research studies on nutrition.
B) In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.
C) In order to persuade doctors to conduct experimental vitamin therapies on their patients.
D) In order to support the creation of artificial vitamins.
18. A) The public lost interest in vitamins.
B) Medical schools stopped teaching nutritional concepts.
C) Nutritional research was of poor quality.
D) Claims for the effectiveness of vitamin therapy were exaggerated.

Questions 19 to 22 are based on the recording you have just heard.

19. A) How babies differentiate between the sound of the human voice and other sounds.
B) The differences between a baby's and an adult's ability to comprehend language.
C) How babies perceive and respond to the human voice in their early stages of language development.
D) The response of a baby to sounds other than the human voice.
20. A) To contrast the reactions of babies to human and nonhuman sounds.
B) To give examples of sounds that will cause a baby to cry.
C) To explain how babies distinguish between different nonhuman sounds.
D) To give examples of typical toys that babies do not like.
21. A) Babies who are exposed to more than one language can acquire languages earlier than those to a single language.
B) Mothers from different cultures speak to their babies in a similar way.
C) Babies ignore facial expressions in comprehending their parents' language.
D) The mothers observed by the researchers were consciously teaching their babies to speak.
22. A) They understand the rhythm.
B) They enjoy the sounds of them.
C) They can remember them easily.
D) They focus on their parents' words.

Questions 23 to 25 are based on the recording you have just heard.

23. A) Britain.
B) Germany.
C) France.
D) Japan.
24. A) The United States had a leading position on the world market by the start of World War I.
B) The centre of film-making moved eastwards from Hollywood to New York.
C) Many film industries could compete with that of Hollywood.
D) The film markets of Russia and Japan were the only promising ones.
25. A) Indifferent.
B) Biased.
C) Negative.
D) Neutral.

Part III

Reading Comprehension

(40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding

letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

"That which does not kill us makes us stronger." But parents can't handle it when teenagers put this 26 into practice. Now technology has become the new field for the age-old battle between adults and their freedom-seeking kids.

Locked indoors, unable to get on their bicycles and hang out with their friends, teens have turned to social media and their mobile phones to socialize with their peers. What they do online often 27 what they might otherwise do if their mobility weren't so heavily 28 in the age of helicopter parenting. Social media and smart-phone apps have become so popular in recent years because teens need a place to call their own. They want the freedom to 29 their identity and the world around them. Instead of 30 out, they jump online.

As teens have moved online, parents have projected their fears onto the Internet, imagining all the 31 dangers that youth might face—from 32 strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives.

Rather than helping teens develop strategies for negotiating public life and the risks of 33 with others, fearful parents have focused on tracking, monitoring and blocking. These tactics(策略) don't help teens develop the skills they need to manage complex social situations, 34 risks and get help when they're in trouble. "Protecting" kids may feel like the right thing to do, but it 35 the learning that teens need to do as they come of age in a technology-soaked world.

- | | |
|-------------------|---------------|
| A) assess | I) mirrors |
| B) constrained | J) philosophy |
| C) contains | K) potential |
| D) explore | L) sneaking |
| E) influence | M) sticking |
| F) interacting | N) undermines |
| G) interpretation | O) violent |
| H) magnified | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Inequality Is Not Inevitable

A) A dangerous trend has developed over this past third of a century. A country that experienced shared growth after World WarII began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the division that had come to define the American economic landscape. How did this "shining city on a hill" become the advanced country with the greatest level of inequality?

- B) Over the past year and a half, The Great Divide, a series in The New York Times, has presented a wide range of examples that undermine the notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st. We don't need to have this much inequality in America.
- C) Our current brand of capitalism is a fake capitalism. For proof of this go back to our response to the Great Recession, where we socialized losses, even as we privatized gains. Perfect competition should drive profits to zero, at least theoretically, but we have monopolies making persistently high profits. C.E.O.s enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity.
- D) If it is not the cruel laws of economics that have led to America's great divide, what is it? The straightforward answer: our policies and our politics! People get tired of hearing about Scandinavian success stories, but the fact of the matter is that Sweden, Finland and Norway have all succeeded in having about as much or faster growth in per capita(人 均 的) incomes than the United States and with far greater equality.
- E) So why has America chosen these inequality-enhancing policies? Part of the answer is that as World War II faded into memory, so too did the solidarity it had created. As America triumphed in the Cold War, there didn't seem to be a real competitor to our economic model. Without this international competition, we no longer had to show that our system could deliver for most of our citizens.
- F) Ideology and interests combined viciously. Some drew the wrong lesson from the collapse of the Soviet system in 1991. The pendulum swung from much too much government there to much too little here. Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself.
- G) But this ideology was hypocritical(虚伪的). The bankers, among the strongest advocates of laissez-faire(自由放任的) economics, were only too willing to accept hundreds of billions of dollars from the government in the aid programs that have been a recurring feature of the global economy since the beginning of the Thatcher-Reagan era of "free" markets and deregulation.
- H) The American political system is overrun by money. Economic inequality translates into political inequality, and political inequality yields increasing economic inequality. So corporate welfare increases as we reduce welfare for the poor. Congress maintains subsidies for rich farmers as we cut back on nutritional support for the needy. Drug companies have been given hundreds of billions of dollars as we limit Medicaid benefits. The banks that brought on the global financial crisis got billions while a tiny bit went to the homeowners and victims of the same banks' predatory(掠夺性的) lending practices. This last decision was particularly foolish. There were alternatives to throwing money at the banks and hoping it would circulate through increased lending.
- I) Our divisions are deep. Economic and geographic segregation has immunized those at the top from the problems of those down below. Like the kings of ancient times, they have come to perceive their privileged positions essentially as a natural right.
- J) Our economy, our democracy and our society have paid for these gross inequalities. The true test of an economy is not how much wealth its princes can accumulate in tax havens(庇护所), but how well off the typical citizen is. But average incomes are lower than they were a quarter-century ago. Growth has gone to the very, very top, whose share has almost increased four times since 1980. Money that was meant to have trickled(流淌) down has instead evaporated in the agreeable climate of the Cayman Islands.

- K) With almost a quarter of American children younger than 5 living in poverty, and with America doing so little for its poor, the deprivations of one generation are being visited upon the next. Of course, no country has ever come close to providing complete equality of opportunity. But why is America one of the advanced countries where the life prospects of the young are most sharply determined by the income and education of their parents?
- L) Among the most bitter stories in *The Great Divide* were those that portrayed the frustrations of the young, who long to enter our shrinking middle class. Soaring tuitions and declining incomes have resulted in larger debt burdens. Those with only a high school diploma have seen their incomes decline by 13 percent over the past 35 years.
- M) Where justice is concerned, there is also a huge divide. In the eyes of the rest of the world and a significant part of its own population, mass imprisonment has come to define America—a country, it bears repeating, with about 5 percent of the world's population but around a fourth of the world's prisoners.
- N) Justice has become a commodity, affordable to only a few. While Wall Street executives used their expensive lawyers to ensure that their ranks were not held accountable for the misdeeds that the crisis in 2008 so graphically revealed, the banks abused our legal system to foreclose(取消赎回权) on mortgages and eject tenants, some of whom did not even owe money.
- O) More than a half-century ago, America led the way in advocating for the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Today, access to health care is among the most universally accepted rights, at least in the advanced countries. America, despite the implementation of the Affordable Care Act, is the exception. In the relief that many felt when the Supreme Court did not overturn the Affordable Care Act, the implications of the decision for Medicaid were not fully appreciated. Obamacare's objective—to ensure that all Americans have access to health care—has been blocked: 24 states have not implemented the expanded Medicaid program, which was the means by which Obamacare was supposed to deliver on its promise to some of the poorest.
- P) We need not just a new war on poverty but a war to protect the middle class. Solutions to these problems do not have to be novel. Far from it. Making markets act like markets would be a good place to start. We must end the rent-seeking society we have gravitated toward, in which the wealthy obtain profits by manipulating the system.
- Q) The problem of inequality is not so much a matter of technical economics. It's really a problem of practical politics. Inequality is not just about the top marginal tax rate but also about our children's access to food and the right to justice for all. If we spent more on education, health and infrastructure(基础设施), we would strengthen our economy, now and in the future.
36. In theory, free competition is supposed to reduce the margin of profits to the minimum.
37. The United States is now characterized by a great division between the rich and the poor.
38. America lacked the incentive to care for the majority of its citizens as it found no rival for its economic model.
39. The wealthy top have come to take privileges for granted.
40. Many examples show the basic laws of imperial capitalism no longer apply in present-day America.
41. The author suggests a return to the true spirit of the market.

42. A quarter of the world's prisoner population is in America.
43. Government regulation in America went from one extreme to the other in the past two decades.
44. Justice has become so expensive that only a small number of people like corporate executives can afford it.
45. No country in the world so far has been able to provide completely equal opportunities for all.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

I'll admit I've never quite understood the obsession(难以破除的成见) surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy. The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management—and perhaps most important of all, better storage and transport infrastructure(基础设施), especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

46. How do environmentalist opponents view GM foods according to the passage?
- A) They will eventually ruin agriculture and the environment.
 - B) They are used by big businesses to monopolize agriculture.
 - C) They have proved potentially harmful to consumers' health.
 - D) They pose a tremendous threat to current farming practice.
47. What does the author say is vital to solving the controversy between the two sides of the debate?
- A) Breaking the GM food monopoly.
 - B) More friendly exchange of ideas.
 - C) Regulating GM food production.
 - D) More scientific research on GM crops.
48. What is the main point of the Nature articles?
- A) Feeding the growing population makes it imperative to develop GM crops.
 - B) Popularizing GM technology will help it to live up to its initial promises.
 - C) Measures should be taken to ensure the safety of GM foods.
 - D) Both supporters and opponents should make compromises.
49. What is the author's view on the solution to agricultural problems?
- A) It has to depend more and more on GM technology.
 - B) It is vital to the sustainable development of human society.
 - C) GM crops should be allowed until better alternatives are found.
 - D) Whatever is useful to boost farming efficiency should be encouraged.
50. What does the author think of the ongoing debate around GM crops?
- A) It arises out of ignorance of and prejudice against new science.
 - B) It distracts the public attention from other key issues of the world.
 - C) Efforts spent on it should be turned to more urgent issues of agriculture.
 - D) Neither side is likely to give in until more convincing evidence is found.

Passage Two

Questions 51 to 55 are based on the following passage.

Early decision—you apply to one school? and admission is binding—seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you're done with the whole agonizing process by December. But what most students and parents don't realize is that schools have hidden motives for offering early decision.

Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity.

The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used

to visit more schools, do more research, speak to current students and alumni(校友) and arguably make a more informed decision.

There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated(专注) on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for further reflection, may not actually be right for them.

Insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines.

Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

51. What are students obliged to do under early decision?

- A) Look into a lot of schools before they apply.
- B) Attend the school once they are admitted.
- C) Think twice before they accept the offer.
- D) Consult the current students and alumni.

52. Why do schools offer early decision?

- A) To make sure they get qualified students.
- B) To avoid competition with other colleges.
- C) To provide more opportunities for applicants.
- D) To save students the agony of choosing a school.

53. What is said to be the problem with early decision for students?

- A) It makes their application process more complicated.
- B) It places too high a demand on their research ability.
- C) It allows them little time to make informed decisions.
- D) It exerts much more psychological pressure on them.

54. Why are some people opposed to early decision?

- A) It interferes with students' learning in high school.
- B) It is biased against students at ordinary high schools.
- C) It causes unnecessary confusion among college applicants.
- D) It places students from lower-income families at a disadvantage.

55. What does the author advise college applicants to do?

- A) Refrain from competing with students from privileged families.
- B) Avoid choosing early decision unless they are fully prepared.
- C) Find sufficient information about their favorite schools.
- D) Look beyond the few supposedly thrilling options.

Part IV

Translation

(30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

汉朝是中国历史上最重要的朝代之一。汉朝统治期间有很多显著的成就。它最先向其他文化敞开大门,对外贸易兴旺。汉朝开拓的丝绸之路通向了中西亚乃至罗马。各类艺术一派繁荣,涌现了很多文学、历史、哲学巨著。公元100年中国第一部字典编纂完成,收入9000个字,提供释义并列举不同的写法。其间,科技方面也取得了很大进步,发明了纸张、水钟、日晷(sundials)以及测量地震的仪器。汉朝历经400年,但统治者的腐败最终导致了它的灭亡。

2015年6月·第2套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2015年6月·第2套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第2套(2015-06) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay commenting on Albert Einstein's remark "I have no special talents. I am only passionately curious." You can give an example or two to illustrate your point of view. You should write at least 150 words but no more than 200 words.

【参考范文·172词】 写作无唯一标准答案，以下为达标示范

"I have no special talents. I am only passionately curious." With these modest words, Albert Einstein attributes his extraordinary achievements not to inborn genius but to an unquenchable curiosity. I firmly agree: a burning desire to ask "why" is what truly powers human progress.

Curiosity turns ordinary effort into discovery because it keeps us questioning what others take for granted. Einstein himself is the best proof: he was no prodigy at school, yet his childlike wonder about light and time drove him to puzzle for years over problems that others ignored, and this persistence eventually reshaped modern physics. On a far smaller scale, I have felt the same force. Fascinated by how mobile apps actually work, I taught myself to code late at night, not for grades but simply to satisfy my curiosity, and that habit gradually grew into a real skill.

Therefore, talent may open a door, but it is curiosity that pushes us through it. If we keep our sense of wonder alive, even ordinary people can achieve remarkable things.

【参考译文】

“我没有什么特殊的天赋，我只是有强烈的好奇心。”爱因斯坦用这句自谦的话，把自己非凡的成就归功于永不熄灭的好奇心，而非与生俱来的天赋。我深表赞同：那种不断追问‘为什么’的渴望，才是真正推动人类进步的力量。

好奇心之所以能把平凡的努力变成发现，是因为它让我们不断追问别人习以为常的事物。爱因斯坦本人就是最好的证明：他在学校里并非神童，但他对光和时间那种孩童般的好奇，驱使他多年钻研别人忽视的问题，这份坚持最终重塑了现代物理学。在小得多的尺度上，我也感受过同样的力量。出于对手机应用究

竟如何运作的好奇，我熬夜自学写代码，不为分数，只为满足好奇，而这个习惯渐渐长成了一门真正的技能。

因此，天赋也许能为你打开一扇门，但真正推着我们穿过门去的，是好奇心。只要我们守住那份好奇心，即便是普通人，也能做出不凡之事。

【第1段】落实先引格言后亮立场。 开头 With these modest words, Albert Einstein attributes his extraordinary achievements not to inborn genius but to an unquenchable curiosity 先引名言再解读其真意，随后 I firmly agree 一句直接表态，完成了 outline 第一段‘引格言+亮立场’的功能，中心一句话抛出。

【第2段】落实论点先行例子跟上。 首句 Curiosity turns ordinary effort into discovery because... 是主题句亮论点；Einstein himself is the best proof 接名人例、On a far smaller scale 接身边自学例，两例都写出‘因好奇→行动→结果’的链条，一大一小叠加论证，兑现了主体段功能。

【第3段】落实对照升华收尾。 结尾 talent may open a door, but it is curiosity that pushes us through it 用让步对照收束，再以 If we keep our sense of wonder alive, even ordinary people can achieve remarkable things 升华为对普通人的鼓励，呼应名言、收得住。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

评论爱因斯坦的好奇心格言

本题要求就爱因斯坦的名言 I have no special talents. I am only passionately curious. 写一篇议论短文，commenting on 这句话谈自己的看法，并 give an example or two to illustrate your point of view. 一句话钉死任务：亮明你对‘他把成就归于好奇心而非天赋’的解读与立场，再用一两个具体例子把它论证出来。

读者 • 语域

面向阅卷人的正式书面语

这是纯议论大作文，没有具体收信人，也不需要称呼和落款。读者就是阅卷老师，语域用正式的书面英语即可：少用口语缩略和随意插话，多用完整的主从句和恰当的高级词。因为没有交际情境，署名、格式这些应用文要素完全不用管，把精力放在观点和论证上。

中心立意

好奇心而非天赋驱动成功

本篇中心立场：我赞同爱因斯坦 I am only passionately curious 这句自谦背后的真意——真正推动一个人取得非凡成就的，不是与生俱来的天赋，而是那份不断追问、乐此不疲的好奇心。全文都为证明这一句服务。

要展开的要点

1. 论点：好奇心把努力变成探索

分论点。好奇心让人不断追问别人习以为常的东西，从而把机械的努力变成真正的发现——这是连接中心和例子的桥梁，先讲道理再上例子。

2. 名人例：爱因斯坦本人

第一个例子。爱因斯坦学生时代并非神童，却因对光和时间的好奇而多年钻研别人忽略的问题，最终重塑现代物理学——用他本人印证他自己的话，最贴题。

3. 身边例：自学编程

第二个例子，落实 give an example or two to illustrate your point of view 中‘或两个’的空间。用一个考生可信的个人经历——出于好奇熬夜自学写代码，习惯渐成技能——把大道理拉到日常尺度，避免通篇抽象。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 引格言+亮立场

开篇引出爱因斯坦的名言，一句话解读它的真意（成就靠好奇心不靠天赋），并明确表态赞同，抛出全文中心。

第 2 段 讲道理+两个例子

主体段：先一句主题句讲清好奇心如何驱动探索，再用爱因斯坦本人和个人自学两个例子逐一印证，回扣中心。

第 3 段 对照升华收尾

结尾把天赋与好奇心作对照，重申好奇心才是推人前进的力量，并升华为对普通人的鼓励。

第 1 段 引名言+解读+表态赞同

引出 I have no special talents. I am only passionately curious., 指出这句自谦是把非凡成就归于强烈的好奇心而非天赋，然后明确表态：我坚决赞同，追问‘为什么’的渴望才是推动人类进步的真正力量。

引用格言开头 · "____," With these modest words, ____ attributes his success not to ____ but to _____. (用一句名言开头，再点出它把成就归于什么)

表明立场 · I firmly agree that ____ is what truly powers _____. (旗帜鲜明地表态，填入你的中心)

第 2 段 主题句+爱因斯坦例+自学例

主题句：好奇心让人不断追问别人习以为常的东西，从而把努力变成发现。例一：爱因斯坦并非学校里的神童，却因对光与时间的好奇而多年钻研被人忽略的问题，最终重塑现代物理学。例二：出于对手机应用如何运作的好奇，我熬夜自学写代码，不为分数只为满足好奇，习惯渐成真正的技能，呼应 give an example or two to illustrate your point of view.

主题句亮论点 · ____ turns ordinary effort into ____ because it keeps us questioning what others take for granted. (用一句话讲清机制，再引例)

举例过渡 · ____ himself is the best proof: _____. / On a far smaller scale, I have felt the same _____. (一句接名人例，一句接身边例，一大一小)

第3段 天赋对照好奇心+鼓励普通人

对照收束：天赋也许能打开一扇门，但真正推我们穿过去的是好奇心；升华：只要守住那份好奇，普通人也能做出不凡之事，正呼应爱因斯坦的自谦。

让步对照 · Talent may ____, but it is ____ that _____. (先让一步承认天赋有用，再把重心拨向你要强调的一方)

呼吁收尾 · If we keep ____ alive, even ordinary people can _____. (用条件句把结论升华为对读者的鼓励)

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

立意须落在好奇心而非谦虚

本题最容易跑题成‘谦虚的重要性’。核对时确认中心始终是‘好奇心（而非天赋）驱动成功’，并已 give an example or two to illustrate your point of view，例子紧扣好奇心而不是泛谈努力。

结构连贯

主题句领起+过渡到位

本题主体段用 because 讲机制、用 himself is the best proof 和 On a far smaller scale 领起两个例子，结尾用 Therefore 收束，逻辑链完整；避免例子之间硬贴、没有过渡。

语言准确

好奇/探索类高级表达用准

本题可用 passionately curious、unquenchable curiosity、childlike wonder、questioning what others take for granted 等与好奇心相关的高级表达，但要用对搭配；引用名言时注意用 attributes...to... 等衔接措辞，别把引号里的句子和自己的句子粘连出错。

字数格式

卡死 150-200 词区间

本题要求 write at least 150 words but no more than 200 words，是硬性上下限，低于 150 或超过 200 都不达标；三段分明即可，无需称呼落款等应用文格式。

典型低分写法 · 反面示例与改法

写成谦虚的重要性

反面示例：Einstein was very modest, and this essay shows that modesty is a great virtue we should all learn. (把中心写成谈谦虚，彻底偏题)。改成：Einstein's modest words actually reveal his real secret of success: not talent, but curiosity. (把落点拨回好奇心)

只翻译格言不展开

反面示例：Einstein said he had no special talents and was only passionately curious. This means he had no talent but was curious. (几乎原样重复，没有观点)。改成：By denying his talent, Einstein points to a deeper truth: curiosity, not gift, is the real engine of discovery. (加入自己的解读)

例子空泛与论点脱节

反面示例：Many great people are curious, so they succeed. Curiosity is very important for everyone. (笼统口号，撑不起论证)。改成：Curious about light and time, Einstein spent years on problems others ignored and finally reshaped physics. (具体到人、事、果)

中式英语逐字直译

反面示例：Curiosity can let people open their brain and reach success very high. (open brain、success very high 均为直译硬凑)。改成：Curiosity can open our minds and drive us toward remarkable achievements. (换成地道搭配)

英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	本题
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套 英语六级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2015年6月·第2套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2015-06) • 六级

以下按录音篇目排印：每篇先给录音原文与逐段中译（考卷上没有，考试时录音只播一遍、卷面只印选项），再逐题给出卷面题目与解析。

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear 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 1 to 4 are based on the conversation you have just heard.

1 W: Now, could you tell me where the idea for the business first came from?

W: 那么，您能告诉我这个生意的想法最初是从哪里来的吗？

2 M: Well, the original shop was opened by a retired printer by the name of Gruby. Mr. Gruby, being left-handed himself, thought of the idea to try and promote a few products for left-handers.

M: 嗯，最初的店是由一位退休印刷工开的，名叫 Gruby。Gruby 先生自己就是左撇子，他想到这个主意，试着推广一些给左撇子用的产品。

3 W: And how did he then go about actually setting up the business?

W: 那他后来是怎么真正建立起这个生意的呢？

4 M: Well, he looked for any left-handed products that might already be on the market, which were very few, and then contacted the manufacturers with the idea of having products produced for him, mainly in the scissor range to start with.

M: 嗯，他寻找市场上可能已有的左手产品，当时非常少，然后联系制造商，提出为他生产产品的想法，主要是从剪刀系列开始。

5 W: Right. So you do commission some part of your stock.

W: 好的。所以你们确实会定制一部分库存商品。

6 M: Yes, very much so. About 75 percent of our stock is specially made for us.

M: 是的，非常多。我们大约 75% 的库存是专门为我们定制的。

7 W: And the rest of it?

W: 那剩下的呢？

8 M: Hmm, the rest of it now, some 25, 30 years after Mr. Gruby's initial efforts, there are more left-handed products actually on the market. Manufacturers are now beginning to see that there is a market for left-handed products.

M: 嗯，剩下的部分，现在距离 Gruby 先生最初的努力大约 25 到 30 年后，市场上实际有了更多左手产品。制造商现在开始意识到左手产品是有市场的。

9 W: And what's the range of your stock?

W: 你们的产品种类有哪些？

10 M: The range consists of a variety of scissors, from children scissors to scissors for tailors, hairdressers, etc. We also have a large range of kitchenware.

M: 种类包括各种剪刀，从儿童剪刀到裁缝、理发师用的剪刀等等。我们还有很多厨房用品。

11 W: What's the competition like? Do you have quite a lot of competition?

W: 竞争情况怎么样？你们有很多竞争对手吗？

12 M: There are other people in the business now as specialists, but only as mail order outlets. But we have a shop here in central London plus a mail order outlet. And we are without any doubt the largest supplier of left-handed items.

M: 现在这个行业里确实有其他专业人士，但只是做邮购业务。而我们在伦敦市中心有一家实体店，外加邮购业务。毫无疑问，我们是最大的左手用品供应商。

1. A) Providing aid to the disabled.

B) Selling products made for left-handers.

C) Promoting products for manufacturers.

D) Printing labels for manufactured goods.

【题目】 What kind of business is the man engaged in?

【翻译】 这位男士从事什么类型的业务？

A) 为残障人士提供援助。 B) 销售为左撇子制造的产品。 C) 为制造商推广产品。

D) 为制成品印刷标签。

【答案】 B (细节题) Selling products made for left-handers.

【定位】 Mr. Gruby, being left-handed himself, thought of the idea to try and promote a few products for left-handers.

Gruby 先生本人是左撇子，想到了尝试推广一些左撇子用品的主意。

【信号】被问者首句应答即点业务。女士开口问生意的由来，男士的回答第一段就点出做的是 products for left-handers，被问者的直接应答就是答案落点；后文 About 75 percent of our stock is specially made for us. 进一步坐实卖的是左撇子用品。

【替换】promote a few products for left-handers ↔ Selling products made for left-handers
推广卖货同指经营左撇子用品

【排除】A) 偷换概念

Providing aid to the disabled. 把服务对象改成 the disabled（残疾人）。录音通篇说的是 left-handers（左撇子），左撇子并非残疾人，这是偷换服务对象。

C) 原词陷阱

Promoting products for manufacturers. 盗用了录音原词 promote，听到 promote 就想选正中陷阱。但原文是 promote a few products for left-handers——为左撇子推广，而非 for manufacturers（替厂商推广）；后文厂商是替他生产的一方，方向被调反了。

借用原文：promote a few products for left-handers

D) 原词陷阱

Printing labels for manufactured goods. 说印标签。录音里只提到 Gruby 曾是 retired printer（退休印刷工），D 蹭了 print 这个词面，但他做的生意是卖左撇子用品、不是印标签，印刷只是他的旧职业。

借用原文：retired printer

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2. A) About half of them are unavailable on the market.
B) The kitchenware in his shop is of unique design.
C) All of them are manufactured in his own plant.
D) Most of them are specially made for his shop.

【题目】What does the man say about his stock of products?

【翻译】这位男士如何描述他的产品库存？

- A) 其中约一半在市场上买不到。 B) 他店里的厨具设计独特。
C) 所有产品都在他自己的工厂生产。 D) 其中大部分是专门为他的店铺定制的。

【答案】D（细节题）Most of them are specially made for his shop.

【定位】Yes, very much so. About 75 percent of our stock is specially made for us.
是的，很大程度上是这样。我们大约 75% 的存货是专门为我们特制的。

【信号】数字 + stock 关键词。这句同时砸出 About 75 percent 这个百分比和题干关键词 stock，数字本身就是答案信号；预读时已提醒「听到数字立刻记」，此处正好兑现。

【替换】About 75 percent of our stock ↔ Most of them

75% = Most

specially made for us ↔ specially made for his shop

for us = for his shop

【排除】 A) 原词陷阱

About half of them are unavailable on the market. 既把比例从 75% 篡改成 half, 又说成「市面上买不到」。录音 About 75 percent of our stock is specially made for us 讲的是特制比例, 不是「买不到」的比例, 比例数和说法都被改坏。

借用原文: About 75 percent of our stock

B) 原词陷阱

The kitchenware in his shop is of unique design. 提到 kitchenware (厨具), 录音第 10 段确实说 a large range of kitchenware, 但只说品类齐全, 从未说它 unique design (独特设计); B 蹭了 kitchenware 这个原词, 却安上原文没有的评价。

借用原文: a large range of kitchenware

C) 与原文相反

All of them are manufactured in his own plant. 说全部由自家工厂生产。录音是 contacted the manufacturers with the idea of having products produced for him ——找别的厂商代为生产, 并非 his own plant (自家工厂); 且 All 与 75% 的范围也不符。

借用原文: contacted the manufacturers with the idea of having products produced for him

3. A) It is the man who is talking that set up the business.

B) There was more competition in the business about 30 years ago.

C) There are more left-handed products on the market now.

D) People in the business should run stores to sell products.

【题目】 What can we know about the business of left-handed products?

【翻译】 关于左撇子产品业务我们能了解到什么?

A) 是正在说话的这位男士创立了这项业务。 B) 大约30年前这个行业的竞争更激烈。

C) 现在市场上有更多左撇子产品。 D) 从事该行业的人应该开设店铺销售产品。

【答案】 C (细节题) There are more left-handed products on the market now.

【定位】 the rest of it now, some 25, 30 years after Mr. Gruby's initial efforts, there are more left-handed products actually on the market.

剩下的那部分, 如今, 在 Gruby 先生最初创业约 25、30 年之后, 市面上确实出现了更多的左撇子产品。

【信号】 now + more的今昔对比。 这句里 now 与 more left-handed products actually on the market 一起出现, 正是预读盯的「今昔变化」信号词; 后一句 Manufacturers are now beginning to see that there is a market 再次用 now beginning 强化「现在才变多」的方向。

【替换】 there are more left-handed products actually on the market ↔

There are more left-handed products on the market now

几乎原句对应

【排除】 A) 张冠李戴

It is the man who is talking that set up the business. 说创业的是正在说话的这个人。录音第2段是 the original shop was opened by a retired printer by the name of Gruby——创店人是 Gruby，不是受访的这位老板，张冠李戴。

借用原文：the original shop was opened by a retired printer by the name of Gruby

B) 与原文相反

There was more competition in the business about 30 years ago. 说 30 年前竞争更多。录音里 30 年只用来标记时间 some 25, 30 years after Mr. Gruby's initial efforts，并说现在产品和市场都在变多，竞争是现在才出现，B 把方向颠倒了（说成过去更多）。

借用原文：some 25, 30 years after Mr. Gruby's initial efforts

D) 未提及

People in the business should run stores to sell products. 说同行都应该开实体店卖货。录音第12段只说别家 only as mail order outlets（只做邮购）、自己才有实体店，从未说「同行应当开店」，这是原文没有的主张。

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4. A) They specialise in one product only.
B) They have outlets throughout Britain.
C) They run chain stores in central London.
D) They sell by mail order only.

【题目】 What does the man say about other people in his line of business?

【翻译】 这位男士如何评价同行业的其他人？

- A) 他们只专营一种产品。 B) 他们在全英国都有销售网点。
C) 他们在伦敦市中心经营连锁店。 D) 他们只通过邮购方式销售。

【答案】 D（细节题） They sell by mail order only.

【定位】 There are other people in the business now as specialists, but only as mail order outlets. But we have a shop here in central London plus a mail order outlet.

现在这行里也有别的专业经营者，但他们只做邮购。而我们在伦敦市中心有一家实体店，外加邮购业务。

【信号】 other people + but切换主体。句首 other people 点出主语是同行，紧接 but only as mail order outlets 用 but+only 限定他们的经营方式；后面再用 But we have a shop 把话题切回自己——两个 but 把「别人」和「我们」清楚隔开，问 other people 就只取前半。

【替换】 but only as mail order outlets ↔ **They sell by mail order only**
only mail order outlets = by mail order only

【排除】 A) 原词陷阱

They specialise in one product only. 说同行只专做一种产品。录音 other people in the business now as specialists 只说他们是 specialists (专业经营者), 并未说只卖 one product; A 蹭了 specialist 这个词, 却把「专业」歪解成「只做一种」。

借用原文: other people in the business now as specialists

B) 原词陷阱

They have outlets throughout Britain. 说同行门店遍布全英。录音里 outlets 只出现在 only as mail order outlets (邮购渠道), 既没说遍布全英, outlets 指的也是邮购点而非实体连锁店, B 盗用 outlets 一词又夸大了范围。

借用原文: only as mail order outlets

C) 张冠李戴

They run chain stores in central London. 把伦敦市中心的店安到同行 (They) 头上。但 But we have a shop here in central London 明说在伦敦有店的是「我们」、且只是 a shop (一家店) 不是 chain stores (连锁); C 既张冠李戴又夸大成连锁。

借用原文: But we have a shop here in central London

Questions 5 to 8 are based on the conversation you have just heard.

1 M: Can we make you an offer? We would like to run the campaign for four extra weeks.

M: 我们能给你一个提议吗? 我们想把这个活动再延长四周。

2 W: Well, can we summarise the problem from my point of view? First of all, the campaign was late. It missed two important trade fairs. The ads also did not appear in two key magazines. As a result, the campaign failed. Do you accept that summary of what happened?

W: 那么, 我们能从我的角度总结一下问题吗? 首先, 这个活动延误了。它错过了两个重要的贸易展会。广告也没有出现在两本重要杂志上。结果, 这个活动失败了。你接受这个对所发生事情的总结吗?

3 M: Well, the delay wasn't entirely our fault. You did in fact make late changes to the specifications of the advertisements.

M: 嗯, 延误并不完全是我们的错。实际上你确实对广告的规格做了后期修改。

4 W: Um, actually, you were late with the initial proposals so you have very little time and in fact, we only asked for small changes.

W: 嗯, 实际上, 你们的初始方案就迟了, 所以你们的时间非常少, 而且事实上, 我们只要求了小的改动。

5 M: Well, whatever. Can we repeat our offer to run the campaign for four extra weeks?

M: 好吧, 不管怎样。我们能重复一下我们的提议, 把活动再延长四周吗?

6 W: That's not really the point. The campaign missed two key trade fairs. Because of this, we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year.

W: 这不是重点。这个活动错过了两个重要的贸易展会。因此, 我们要求你们要么明年免费重复这个活动, 要么我们只支付今年费用的50%。

7 M: Could we suggest a 20% reduction to the fee together with the four weeks' extension to the campaign?

M: 我们能否建议把费用减少20%, 同时把活动延长四周?

8 W: We are not happy. We lost business.

W: 我们不满意。我们损失了生意。

9 M: I think we both made mistakes. The responsibility is on both sides.

M: 我认为我们双方都犯了错误。责任在双方。

10 W: OK, let's suggest a new solution. How about a 40% cut in fee, or a free repeat campaign?

W: 好吧, 让我们提出一个新方案。费用削减40%或者免费重复活动, 怎么样?

11 M: Well, let's take a break. We're not getting very far. Perhaps we should think about this.

M: 嗯, 我们休息一下。我们没什么进展。也许我们应该考虑一下这个问题。

5. A) It publishes magazines.

B) It is engaged in product design.

C) It sponsors trade fairs.

D) It runs sales promotion campaigns.

【题目】 What do we learn about the man's company?

【翻译】 关于这位男士的公司我们了解到什么?

A) 它出版杂志。 B) 它从事产品设计。 C) 它赞助商品交易会。 D) 它开展促销活动。

【答案】 D (细节题) It runs sales promotion campaigns.

【定位】 M: Can we make you an offer? We would like to run the campaign for four extra weeks.

男: 我们能给您提个方案吗? 我们想把这次推广活动再多做四周。

【信号】 男方亲口说"我们来推广", 自述业务。答案信号是男方的自述句 We would like to run the campaign for four extra weeks.——他张口就提出"由我方再跑四周推广活动", 说明经营推广是他公司的本职业务; 这是说话人自报家门式的应答, 不是靠关键词扫描得来。

【替换】 run the campaign ↔ runs sales promotion campaigns

原文动作 run the campaign 概括成业务名 promotion campaigns

【排除】 A) 原词陷阱

录音第 2 段女方提到 The ads also did not appear in two key magazines. 念到了 magazines (杂志), 但那只是说广告没登上杂志, 绝不等于男方公司"出版杂志"; 选项 It publishes magazines. 盗用这个原词诱你误选。

借用原文: The ads also did not appear in two key magazines.

B) 未提及

It is engaged in product design. 的"产品设计"在整段对话里根本没出现, 纯属凭"商务公司"的常识硬猜, 属无中生有。

C) 原词陷阱

录音第 2 段女方说 It missed two important trade fairs. 念到了 trade fairs (展会), 但那是"推广错过了展会", 而非男方公司"赞助展会"; 选项 It sponsors trade fairs. 盗用这个原词, 把"错过"偷换成"赞助"。

借用原文: It missed two important trade fairs.

-
6. A) The woman's company failed to make payments in time.
B) The ad specifications had not been given in detail.
C) The woman's company made last-minute changes.
D) Organising the promotion was really time-consuming.

【题目】 Why was the campaign delayed according to the man?

【翻译】 根据这位男士所说,促销活动为什么被延迟了?

- A) 这位女士的公司未能按时付款。 B) 广告规格没有详细给出。
C) 这位女士的公司在最后时刻做了变更。 D) 组织这次促销活动确实很耗时。

【答案】 C (细节题) The woman's company made last-minute changes.

【定位】 M: Well, the delay wasn't entirely our fault. You did in fact make late changes to the specifications of the advertisements.

男: 嗯, 这次延误不全是我们的责任。事实上是你们对广告的规格说明做了临时改动。

【信号】 题干限定 the man, 定位男方的甩锅应答句。 答案信号是男方把责任推回去的应答 You did in fact make late changes to the specifications of the advertisements.——他用"不全怪我们"转而指出对方临时改了规格。这正是 according to the man 要的那句, 靠"被问者/男方的应答"信号锁定, 不是扫关键词。

【替换】 You did in fact make late changes to the specifications of the advertisements. ↔
The woman's company made last-minute changes.

you→the woman's company, late changes→last-minute changes

【排除】 A) 未提及

The woman's company failed to make payments in time. 说的"未按时付款", 对话里压根没提付款这回事, 属无中生有。

B) 原词陷阱

录音第 3 段男方念到 the specifications of the advertisements (广告的规格说明), 选项 The ad specifications had not been given in detail. 盗用 specifications, 编造"规格说明没给详细"——而男方的原意是"规格被临时改动", 不是"没写详细"。

借用原文: make late changes to the specifications of the advertisements

D) 答非所问

Organising the promotion was really time-consuming. 说"组织推广很费时", 这既不是男方给出的延误原因, 录音也没这么说; 男方明确把原因归到女方改规格, 与"本身就费时"无关。

-
7. A) Run another four-week campaign.
B) Give her a 10 percent discount.
C) Extend the campaign to next year.
D) Cut the fee by half for this year.

【题目】 What does the woman propose as a solution to the problem?

【翻译】 这位女士提出什么方案来解决这个问题?

- A) 再开展一次为期四周的促销活动。 B) 给她打九折。 C) 把促销活动延续到明年。
D) 把今年的费用减半。

【答案】 D (细节题) Cut the fee by half for this year.

【定位】 W: That's not really the point. The campaign missed two key trade fairs. Because of this, we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year.

女: 那不是重点。这次推广错过了两场关键展会。因此, 我们要求你们要么明年免费重做一次推广, 要么我们今年只付一半的费用。

【信号】 女方的 we are asking you 提议句, 含 either...or 双方案。 答案信号是女方亲口提议的 we are asking you either to repeat the campaign next year for free, or we only pay 50% of the fee for this year——we are asking 就是"提议"的应答动作, either...or 摆出两个方案。这是女方的提议句, 靠"提议动词"信号锁定。

【替换】 we only pay 50% of the fee for this year ↔ Cut the fee by half for this year

只付 50% 的费用 = 把费用砍掉一半

【排除】 A) 张冠李戴

Run another four-week campaign. 的"再做四周推广"来自男方第 1、5 段的 run the campaign for four extra weeks, 是男方的提议, 不是女方的; 张冠李戴。

借用原文: run the campaign for four extra weeks

B) 未提及

Give her a 10 percent discount. 的"10% 折扣"在对话里根本没出现 (男方提的是 20% 减让), 属把数字改错的无中生有。

C) 原词陷阱

录音里女方说的是 repeat the campaign next year for free (明年免费重做), 选项 Extend the campaign to next year. 盗用 next year, 却把"免费重做"偷换成"把活动延长到明年", 意思不同。

借用原文: repeat the campaign next year for free

-
8. A) Calm down and make peace.
B) Improve their promotion plans.
C) Stop negotiating for the time being.
D) Reflect on their respective mistakes.

【题目】 What does the man suggest they do at the end of the conversation?

【翻译】 在对话结束时这位男士建议他们做什么?

- A) 冷静下来和解。 B) 改进他们的促销计划。 C) 暂时停止协商。
D) 反思各自的错误。

【答案】 C (细节题) Stop negotiating for the time being.

【定位】 M: Well, let's take a break. We're not getting very far. Perhaps we should think about this.
男: 好吧, 我们先休息一下。我们没什么进展。也许我们该再想想这事。

【信号】 录音末段男方的 let's take a break 建议句。答案信号是对话最后一段男方的提议 let's take a break 加 Perhaps we should think about this.——这是结尾处的"建议"应答句, let's/Perhaps we should 都是提议语气, 正是 at the end 要的那句。

【替换】 let's take a break ↔ Stop negotiating for the time being

暂时休息=暂时停止谈判

We're not getting very far. ↔ Stop negotiating for the time being

"没进展"佐证是暂停谈判而非别的动作

【排除】 A) 过度推断

Calm down and make peace. 的"冷静下来、握手言和"听着像谈判收尾的暖话, 但男方结尾只说休息、再想想, 没提"和好", 属凭情景想象的过度推断。

B) 原词陷阱

Improve their promotion plans. 的 promotion 来自前文谈的推广活动, 但男方结尾说的是"休息、再想想", 没说要"改进推广方案"; 盗用 promotion 制造熟悉感。

借用原文: The campaign missed two key trade fairs.

D) 原词陷阱

Reflect on their respective mistakes. 的"各自反省错误"借用了男方第 9 段 I think we both made mistakes. 里的 mistakes, 但那是男方早先承认"双方都有错", 并非结尾 at the end 的建议; 结尾男方建议的是"休息、再想", 不是"反省错误"。

借用原文: I think we both made mistakes.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four 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 9 to 12 are based on the passage you have just heard.

¹ The University of Tennessee's Walters Life Sciences Building is a model animal facility, spotlessly clean, careful in obtaining prior approval for experiments from an animal-care committee. Of the 15,000 mice housed there in a typical year, most give their lives for humanity. These are "good" mice and as such won the protection of the animal-care committee. At any given time, however, some mice escape and run free. These mice are "pests". They can disrupt experiments with the bacteria organisms they carry. They are "bad" mice and must be captured and destroyed. Usually, this is accomplished by means of sticky traps, a kind of fly paper on which they become increasingly stuck. But the real point of this cautionary tale, says animal behaviorist Herzog, is that the labels we put on things can affect our moral responses to them. Using stick traps or the more deadly snap traps would be deemed unacceptable for good mice. Yet the killing of bad mice requires no prior approval. Once a research animal hits the floor and becomes an escapee, says Herzog, its moral standing is instantly diminished. In Herzog's own home, there was a more ironic example: when his young son's pet mouse Willy died recently, it was accorded a tearful ceremonial burial in the garden. Yet even as they mourned Willy, says Herzog, he and his wife were setting snap traps to kill the pest mice in their kitchen. With the bare change in labels from "pet" to "pest", the kitchen mice obtained totally different moral status.

田纳西大学的Walters生命科学大楼是一个模范动物实验设施,一尘不染,在进行实验前都会谨慎地从动物护理委员会获得事先批准。在那里一年通常饲养的15,000只小鼠中,大多数为人类献出了生命。这些是"好"小鼠,因此受到动物护理委员会的保护。然而,在任何特定时间,都会有一些小鼠逃脱并自由活动。这些小鼠是"害鼠"。它们携带的细菌可能破坏实验。它们是"坏"小鼠,必须被捕获并消灭。通常,这是通过粘鼠板来完

成的,一种类似捕蝇纸的装置,小鼠会越陷越深地粘在上面。但动物行为学家Herzog说,这个警示故事的真正要点是,我们给事物贴上的标签会影响我们对它们的道德反应。使用粘鼠板或更致命的捕鼠夹对好小鼠来说会被认为是不可接受的。然而,杀死坏小鼠不需要事先批准。Herzog说,一旦一只研究动物落到地上成为逃脱者,它的道德地位就会立即降低。在Herzog自己家里,有一个更具讽刺意味的例子:当他年幼儿子的宠物鼠Willy最近死去时,它在花园里获得了一场含泪的庄重葬礼。然而Herzog说,即使在他们哀悼Willy的时候,他和妻子正在厨房里设置捕鼠夹来杀死害鼠。仅仅把标签从"宠物"换成"害鼠",厨房里的小鼠就获得了完全不同的道德地位。

9. A) They are labeled pet animals by the researchers.
B) They look spotlessly clean throughout their lives.
C) They are looked after by animal-care organizations.
D) They sacrifice their lives for the benefit of humans.

【题目】 What does the passage say about most of the mice used for experiments?

【翻译】 文章中关于大多数用于实验的小鼠说了什么?

- A) 研究人员将它们标记为宠物动物。 B) 它们终其一生看起来都一尘不染。
C) 它们由动物保护组织照料。 D) 它们为人类的利益牺牲了生命。

【答案】 D (细节题) They sacrifice their lives for the benefit of humans.

【定位】 Of the 15,000 mice housed there in a typical year, most give their lives for humanity.

在那里每年圈养的大约15,000只老鼠中, 大多数都为人类献出了生命。

【信号】 **most + 概括句。** 信号是题干里的 most 直接对应原文 most give their lives for humanity 这句带 most 的概括陈述——录音里出现和题干同一限定词 (most) 的概括句, 往往就是答案句, 不必去抠前后的细节。

【替换】 most give their lives for humanity ↔ **They sacrifice their lives for the benefit of humans.**
give lives = sacrifice lives 同义改写

【排除】 A) 原词陷阱

录音确实反复讲 the labels we put on things, 选项 A 用 labeled pet animals by the researchers 蹭这个原词, 但原文说的是“贴标签会影响道德判断”, 从未说研究者把大多数老鼠标成 pet (宠物), 听到 label 就选 A 正是原词陷阱。

借用原文: the labels we put on things can affect our moral responses to them

B) 张冠李戴

原文 a model animal facility, spotlessly clean 里的 spotlessly clean 形容的是“实验楼这个设施”干净, B 项 They look spotlessly clean throughout their lives. 把它安到“老鼠身上、且终生干净”, 把形容设施的词挪给了老鼠, 属张冠李戴。

借用原文: a model animal facility, spotlessly clean

C) 原词陷阱

原文出现 won the protection of the animal-care committee, 是说“好老鼠赢得动物照护委员会的保护”, C 项 They are looked after by animal-care organizations. 把 animal-care 这个原词留下, 却说成“被动物照护组织照料”, 且原文只针对“好老鼠”而非 most 老鼠, 既偷换了主体范围又夸大了照护, 故排。

借用原文: These are "good" mice and as such won the protection of the animal-care committee.

-
10. A) They may behave abnormally.
B) They may breed out of control.
C) They may affect the results of experiments.
D) They may cause damage to the environment.

【题目】 Why did the so-called bad mice have to be captured and destroyed?

【翻译】 为什么所谓的坏小鼠必须被捕获并销毁?

- A) 它们可能会表现异常。 B) 它们可能会失控繁殖。 C) 它们可能会影响实验结果。
D) 它们可能会对环境造成破坏。

【答案】 C (细节题) They may affect the results of experiments.

【定位】 These mice are "pests". They can disrupt experiments with the bacteria organisms they carry.
这些老鼠是“害兽”。它们身上携带的细菌生物会扰乱实验。

【信号】 disrupt experiments = 破坏信号。 信号是 disrupt experiments 这个明确的“破坏”动词——录音把坏老鼠和“扰乱实验”直接挂钩, 正是回答 Why 的因果落点, 听到 disrupt 就该锁定这句。

【替换】 They can disrupt experiments with the bacteria organisms they carry ↔
They may affect the results of experiments.

disrupt experiments = affect the results 概括改写

【排除】 A) 未提及

原文只说坏老鼠携带细菌扰乱实验，从没说它们 behave abnormally（行为异常）；“行为异常”是听者凭“坏老鼠”二字想当然补出来的，原文无据，属未提及。

B) 未提及

They may breed out of control.（失控繁殖）是老鼠常见的刻板印象，但本段讲的是它们携带细菌扰乱实验，全程未提繁殖问题，属凭常识脑补的未提及项。

D) 偷换概念

原文坏老鼠的危害是对“实验”，D项 They may cause damage to the environment. 把危害对象偷换成“环境”，实验室里扰乱实验和破坏环境是两码事，属偷换概念。

借用原文：They can disrupt experiments with the bacteria organisms they carry

11. A) When they are no longer useful.

B) when they become ill.

C) When they become escapees.

D) when they get too old.

【题目】 When are mice killed without prior approval?

【翻译】 小鼠在什么情况下未经事先批准就被处死？

A) 当它们不再有用时。 B) 当它们生病时。 C) 当它们成为逃跑者时。

D) 当它们变得太老时。

【答案】 C（细节题） When they become escapees.

【定位】 Once a research animal hits the floor and becomes an escapee, says Herzog, its moral standing is instantly diminished.

赫尔佐格说，一旦一只实验动物掉到地上、变成逃跑者，它的道德地位立刻就被降低了。

【信号】 Once + 条件信号。 信号是条件连词 Once——录音用 Once a research animal ...

becomes an escapee 引出条件，紧接着说它道德地位骤降（即可不经审批处死），听到 Once 就该锁定这句作答 When。

【替换】 Once a research animal hits the floor and becomes an escapee ↔ **When they become escapees.**

becomes an escapee = become escapees 近乎直取

【排除】 A) 未提及

原文触发无须审批处死的条件是“成为逃跑者”，而非 no longer useful（不再有用）；“没用了就处理掉”是听者对实验动物的合理联想，但原文并未以“失去用处”为条件，属未提及。

B) 未提及

when they become ill.（生病时）原文未提；坏老鼠是“携带细菌”，但那是它们害实验的原因，并非“生病才被无审批处死”的条件，二者不可混为一谈，属未提及。

D) 未提及

when they get too old.（太老时）同样是对实验动物命运的常识性猜测，原文从未以“年老”为处死条件，无出处，属未提及。

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12. A) While holding a burial ceremony for a pet mouse, they were killing pest mice.
B) While advocating freedom for animals, they kept their pet mouse in a cage.
C) While calling for animal rights, they allowed their kids to keep pet animals.
D) While launching animal protection campaigns, they were trapping kitchen mice.

【题目】 Why does the speaker say what the Herzogs did at home is ironical?

【翻译】 为什么说话者说Herzog一家在家里做的事情是讽刺的？

- A) 在为一只宠物鼠举行葬礼的同时,他们正在杀害害鼠。
B) 在倡导动物自由的同时,他们把宠物鼠关在笼子里。
C) 在呼吁动物权利的同时,他们允许孩子饲养宠物动物。
D) 在发起动物保护运动的同时,他们正在捕捉厨房里的老鼠。

【答案】 A（细节题） While holding a burial ceremony for a pet mouse, they were killing pest mice.

【定位】 when his young son's pet mouse Willy died recently, it was accorded a tearful ceremonial burial in the garden. Yet even as they mourned Willy, says Herzog, he and his wife were setting snap traps to kill the pest mice in their kitchen.

最近他小儿子的宠物鼠威利死了，它在花园里得到了一场含泪的隆重葬礼。然而就在他们为威利哀悼的同时，赫尔佐格说，他和妻子正在厨房里布置弹簧夹来消灭害鼠。

【信号】 转折 Yet + 同时对照。 信号是转折词 Yet even as they mourned Willy——Yet 把前面“为宠物鼠厚葬”与后面“为害鼠设夹处死”猛地对照起来，even as（就在...的同时）强化了同时进行的矛盾，这正是讽刺的落点。

【替换】 it was accorded a tearful ceremonial burial in the garden ↔

While holding a burial ceremony for a pet mouse

ceremonial burial = burial ceremony 同义重组

setting snap traps to kill the pest mice in their kitchen ↔ **they were killing pest mice**

setting traps to kill = killing 概括改写

【排除】 B) 未提及

While advocating freedom for animals, they kept their pet mouse in a cage. 里 advocating freedom (倡导自由) 和 kept... in a cage (关进笼子) 原文都没说, 是借“动物伦理”话题编出的矛盾, 属未提及。

C) 原词陷阱

原文确有 his young son's pet mouse Willy (儿子的宠物鼠), C 项 While calling for animal rights, they allowed their kids to keep pet animals. 蹭“孩子/宠物”原词, 却把矛盾说成“呼吁动物权利却允许孩子养宠物”, 既非原文那组对照、calling for animal rights 也没说, 属偷换概念。

借用原文: when his young son's pet mouse Willy died recently

D) 张冠李戴

原文 setting snap traps to kill the pest mice in their kitchen 里的 traps、kitchen 全被 D 项 While launching animal protection campaigns, they were trapping kitchen mice. 借走, 但前半 launching animal protection campaigns (发起动物保护运动) 原文没说——原文矛盾的前半是“厚葬宠物鼠”而非“搞动保运动”, 盗了原词却换了对照的另一半, 属张冠李戴。

借用原文: he and his wife were setting snap traps to kill the pest mice in their kitchen

Questions 13 to 15 are based on the passage you have just heard.

1 There are roughly three New Yorks. There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable. Second, there is the New York of the commuter, the city that is swallowed up by locusts each day and spat out each night. Third, there is the New York of the person who was born somewhere else and came to New York in quest of something. Of these three trembling cities the greatest is the last, the city of final destination, the city that is a goal. It is this third city that accounts for New York's high-strung disposition, its dedication to the arts, and its incomparable achievements. Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion. And whether it is a farmer arriving from Italy to set up a small grocery store in a slum, or a young girl arriving from a small town in Mississippi to escape the indignity of being observed by her neighbors, or a boy arriving from the Corn Belt with a manuscript in his suitcase and a pain in his heart, it makes no difference: each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

大约有三个纽约。首先, 是土生土长的纽约人的纽约, 他们认为这座城市理所当然, 接受它的规模和动荡是自然而然、不可避免的。其次, 是通勤者的纽约, 这座城市每天被蝗虫般的人群吞没, 每晚又被吐出。第三, 是那些出生在别处、来到纽约追寻某种东西的人的纽约。在这三座颤动的城市中, 最伟大的是最后一个, 那个终点之城, 那个作为目标的城市。正是这第三座城市造就了纽约高度紧张的性格、它对艺术的执着以及它无与伦比的成就。通勤者赋予这座城市潮汐般的不安; 本地人赋予它稳固性和连续性; 而定居者赋予它激情。无论是从意大利来的农民, 在贫民窟开一家小杂货店, 还是从密西西比州小镇来的年轻女孩, 为了摆脱被邻居注视的屈辱, 或是从玉米带来的男孩, 手提箱里装着手稿, 心中怀着痛苦, 这都没有区别: 每个人都以

初恋般强烈的兴奋拥抱纽约;每个人都以冒险家的新鲜眼光吸收纽约;每个人都产生足以使Consolidated Edison Company相形见绌的热量和光芒。

13. A) They contribute most to it.
B) They are crazy about it.
C) They often find fault with it.
D) They take it for granted.

【题目】 What does the speaker say about the natives of New York?

【翻译】 说话者对纽约本地人有何评论?

- A) 他们对纽约贡献最大。 B) 他们对纽约极为狂热。 C) 他们常常挑剔纽约。
D) 他们认为纽约理所当然。

【答案】 **D** (细节题) They take it for granted.

【定位】 There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable.

首先,有这样一座属于土生土长者的纽约:他们把这座城市视作理所当然,把它的庞大与喧嚣都当成自然而然、不可避免的事。

【信号】 **born here 锁定 natives 的描述句。** 原文虽未直接用 natives 一词,但 the man or woman who was born here (生在这里的人)正是 natives,紧跟的 who takes the city for granted 就是对这群人的核心刻画,听到“born here”就该锁定其后的描述。

【替换】 takes the city for granted ↔ **They take it for granted.**

原句近乎原样保留

【排除】 A) **张冠李戴**

They contribute most to it. 听着像原文“the greatest”,但原文说贡献最大、最伟大的是第三类人 settlers(the greatest is the last),不是 natives,把后者的功劳安到了 natives 头上。

借用原文: Of these three trembling cities the greatest is the last

B) **张冠李戴**

They are crazy about it. 对应的是 settlers “像初恋般热烈拥抱纽约”(each embraces New York with the intense excitement of first love),那是第三类人,不是 natives,属张冠李戴。

借用原文: each embraces New York with the intense excitement of first love

C) **未提及**

They often find fault with it. (常挑城市毛病)在原文中找不到任何对应, natives 是“take for granted”而非批评,属凭空捏造。

-
14. A) Tidal restlessness.
B) Heat and light.
C) Economic prosperity.
D) Historical continuity.

【题目】 What does the speaker say commuters give to New York?

【翻译】 说话者说通勤者给纽约带来了什么？

A) 潮汐般的躁动不安。 B) 热量和光亮。 C) 经济繁荣。 D) 历史延续性。

【答案】 **A** (细节题) Tidal restlessness.

【定位】 Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion.

通勤者给这座城市带来潮汐般的躁动；本地人给它以稳固和延续；而定居者给它以激情。

【信号】 三个 give 并列，紧跟主语取宾语。Commuters give the city its tidal restlessness 是三组“某群人 give it 某物”并列中的第一组；信号就是主语“Commuters”后紧跟的 give 宾语，听到“Commuters give...”立刻锁住其后名词。

【替换】 tidal restlessness ↔ Tidal restlessness.

原词短语整体搬入选项

【排除】 B) **张冠李戴**

Heat and light. 确在原文出现，但说的是 settlers “生出热与光”(each generates heat and light)，不是 commuters 给的，盗用了原词却安错了人。

借用原文：each generates heat and light to dwarf the Consolidated Edison Company

C) **未提及**

Economic prosperity. (经济繁荣)在原文里根本没出现，commuters 给的是 tidal restlessness 而非经济，属无中生有。

D) **张冠李戴**

Historical continuity. 对应原文 natives “give it solidity and continuity”(natives give it solidity and continuity)，是本地人给的，不是 commuters，又一处张冠李戴。

借用原文：natives give it solidity and continuity

-
15. A) They lack knowledge of the culture of the city.
B) They are adventurers from all over the world.
C) They have difficulty surviving.
D) They find the city alien to them.

【题目】 What do we learn about the settlers of New York?

【翻译】 关于纽约的定居者我们了解到什么？

A) 他们缺乏对这座城市文化的了解。 B) 他们是来自世界各地的冒险者。
C) 他们难以生存。 D) 他们觉得这座城市与自己格格不入。

【答案】 **B** (细节题) They are adventurers from all over the world.

【定位】 each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

他们每个人都怀着初恋般强烈的兴奋拥抱纽约；每个人都以冒险者新奇的眼光去吸纳纽约；每个人都迸发出令爱迪生电力公司都相形见绌的热与光。

【信号】 **an adventurer 直接点出 settlers 身份**。描写 settlers 的句子里 with the fresh eyes of an adventurer (以冒险者新奇的眼光)直接把这群人比作“冒险者”，这个比喻就是答案信号，听到“adventurer”即可锁定。

【替换】 with the fresh eyes of an adventurer ↔ **They are adventurers from all over the world.**

比喻提取为身份判断

the person who was born somewhere else and came to New York ↔ **from all over the world**

“别处来的人”概括为“来自世界各地”

【排除】 **A) 与原文相反**

They lack knowledge of the culture of the city. 与原文相反：原文说 settlers 给纽约带来“对艺术的投入”与“无可比拟的成就”(its dedication to the arts, and its incomparable achievements)，绝非缺乏文化，属与原文相反。

借用原文：its dedication to the arts, and its incomparable achievements

C) 未提及

They have difficulty surviving. 原文未提；虽有意大利农夫开小杂货铺、姑娘逃离故乡等例子，但讲的是他们怀着激情而来，并非生存艰难，属无中生有。

D) 与原文相反

They find the city alien to them. (觉得城市陌生疏离)与原文相反：settlers “像初恋般拥抱纽约”(each embraces New York with the intense excitement of first love)，是亲近狂热而非疏离。

借用原文：each embraces New York with the intense excitement of first love

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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 I** with a single line through the centre.

Questions 16 to 18 are based on the recording you have just heard.

¹ Moderator:

主持人：

2 Good evening, ladies and gentlemen. Today we are honored to have Professor Dreiser from the Johns Hopkins University. He will introduce to us the study of the relationship between health and nutrition-utilization. Professor Dreiser, please.

女士们、先生们，晚上好。今天我们很荣幸地请到了来自约翰霍普金斯大学的Dreiser教授。他将向我们介绍健康与营养利用关系的研究。Dreiser教授，请。

3 Professor Dreiser.

Dreiser教授。

4 Thank you for your introduction, Cara. Well, the study of the relationship between health and how the body takes in and utilizes food substances can be divided into four distinct eras:

感谢你的介绍，Cara。那么，关于健康与身体摄入和利用食物物质之间关系的研究可以分为四个不同的时期：

5 The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function and that different foods provided different amounts of these essential agents. Near the end of this era, research studies demonstrated that rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第一个时期始于十九世纪，延续到二十世纪早期，当时人们首次认识到食物含有对人体功能至关重要的成分，并且不同的食物提供这些必需物质的数量各不相同。在这个时期接近尾声时，研究表明快速体重下降与营养失衡有关，只能通过提供与某些食物相关的充足膳食蛋白质来纠正。

6 The second era was initiated in the early decades of the twentieth century and might be called the vitamin period. Vitamins came to be recognized in foods, and deficiency syndromes were described. As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy. At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences. Much of the focus of this education was on the recognition of vitamin deficiency symptoms. Herein lay the beginning of what ultimately turned from ignorance to denial of the value of nutritional therapies in medicine. Reckless claims were made for effects of vitamins that went far beyond what could actually be achieved from the use of them.

第二个时期开始于二十世纪早期的几十年，可以称为维生素时期。人们开始认识到食物中的维生素，并描述了各种缺乏症。随着维生素被认定为健康所必需的基本食物成分，人们开始倾向于认为每一种此前没有有效治疗方法的疾病和病症都可能对维生素治疗有反应。在那个时候，医学院开始更有兴趣将营养概念整合到基础科学的课程中。这种教育的重点主要是识别维生素缺乏症状。这正是最终从无知转变为否定营养疗法在医学中价值的开端。人们对维生素的效果做出了鲁莽的声称，远远超出了使用维生素实际能够达到的效果。

7 In the third era of nutritional history in the early 1950s to mid-1960s, vitamin therapy began to fall into disrepute. Together with this, nutrition education in medical schools also became less popular. It was just a decade before this that many drug companies had found their vitamin sales skyrocketing and were

quick to supply practicing physicians with generous samples of vitamins. Expectations as to the success of vitamins in disease control were exaggerated. As is known in retrospect, vitamin and mineral therapies are much less effective when applied to health-crisis conditions than when applied to long-term problems of undernutrition that lead to chronic health problems.

在营养史的第三个时期，即1950年代早期到1960年代中期，维生素治疗开始失去信誉。与此同时，医学院的营养教育也变得不那么受欢迎。就在此前的十年，许多制药公司发现他们的维生素销售额猛增，并迅速向执业医师提供大量维生素样品。人们对维生素在疾病控制方面成功的期望被夸大了。正如回顾所知，维生素和矿物质疗法应用于健康危机状况时远不如应用于导致慢性健康问题的长期营养不良问题时有效。

8 And the fourth era...

而第四个时期.....

16. A) Protein was recognized as an essential component of diet.

B) Vitamins were synthesized from foods.

C) Effective measures of weight loss were determined.

D) Certain foods were found to be harmful to good health.

【题目】 According to Professor Dreiser, which of the following discoveries was made during the first era in the history of nutrition?

【翻译】 根据 Dreiser 教授的观点，营养学史上第一个时期做出了下列哪项发现？

- A) 蛋白质被认定为饮食的基本组成部分。 B) 维生素是从食物中合成的。
C) 确定了有效的减重措施。 D) 某些食物被发现对健康有害。

【答案】 A (细节题) Protein was recognized as an essential component of diet.

【定位】 The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function... rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第一个时期始于十九世纪、延续到二十世纪初，那时人们首次认识到食物含有对人体机能至关重要的成分.....快速的体重下降与营养失衡有关，只能靠提供与某些食物相关的足量膳食蛋白质来纠正。

【信号】 首次认识到 + 阶段标志词。答案句的信号是阶段标志词加“首次认识”：录音先用 The first era 点出正是题目要问的第一时期，随后 it was recognized for the first time that food contained components that were essential for human function 用“首次认识到.....必需成分”正面给出该时期的发现，这句就是答案句。

【替换】 food contained components that were essential for human function ↔

Protein was recognized as an essential component of diet

概括 + 蛋白质点名

【排除】 B) 原词陷阱

Vitamins were synthesized from foods 盗用了录音里的高频词 vitamins，但维生素是 The second era... might be called the vitamin period 第二时期的事，不是第一时期；且录音说维生素是“在食物中被认识”，不是“被合成”。听到 vitamins 就选，正中原词陷阱。

借用原文：The second era was initiated in the early decades of the twentieth century and might be called the vitamin period

C) 原词陷阱

Effective measures of weight loss were determined 借用了录音原词 rapid weight loss，但录音说的是“快速减重与营养失衡有关、需靠蛋白质纠正”，是把减重当“问题”来纠正，绝非“确定了有效的减重方法”。盗 weight loss 一词却把意思整个说反。

借用原文：rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein

D) 未提及

Certain foods were found to be harmful to good health 听起来像那么回事，但录音第一时期只讲“食物含必需成分”“蛋白质能纠正失衡”，从没说“某些食物有害健康”。这是录音根本没出现的内容。

-
17. A) In order to urge medical doctors to participate in research studies on nutrition.
B) In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.
C) In order to persuade doctors to conduct experimental vitamin therapies on their patients.
D) In order to support the creation of artificial vitamins.

【题目】 What is the purpose of teaching concepts of nutrition in medical schools?

【翻译】 在医学院讲授营养学概念的目的是什么？

- A) 为了敦促医生参与营养学研究。 B) 为了鼓励医生在疾病治疗中应用营养学概念。
C) 为了说服医生对患者实施实验性维生素疗法。 D) 为了支持人工维生素的研制。

【答案】 B (目的题)

In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.

【定位】 As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy. At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences.

随着维生素被认识为对健康必需的食物成分，人们很想提出：以往没有有效疗法的每一种疾病和病症，或许都能对维生素疗法有反应。正是在那个时候，医学院开始更有兴趣把营养概念整合进基础科学课程。

【信号】 **因果衔接 At that point**。答案句的信号是前后因果衔接：录音先说大家倾向于认为 every disease and condition... might be responsive to vitamin therapy（疾病或可用维生素疗法应对），紧接 At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts——医学院教营养，正是承接"把营养用于治疗"这股潮流而来，目的就藏在这层因果里。

【替换】 might be responsive to vitamin therapy ↔
apply concepts of nutrition in the treatment of disease
用维生素治病 = 营养用于治疗
integrate nutritional concepts into the basic sciences ↔
encourage medical doctors to apply concepts of nutrition
课程整合 → 鼓励应用

【排除】 A) **偷换概念**

urge medical doctors to participate in research studies on nutrition 借了录音常出现的 research / nutrition 词面，但录音说医学院"把营养整合进课程"是为让医生临床上用营养治病，不是号召医生去"参与营养研究"。教学目的被偷换成科研目的。

借用原文：medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences

C) **过度推断**

conduct experimental vitamin therapies on their patients 盗用了 vitamin therapy 一词，并把它夸大成"在病人身上做实验性疗法"。录音只说设想疾病"或可对维生素疗法有反应"，从未说要让医生在患者身上做实验，这是把语气加重的过度推断。

借用原文：every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy

D) **未提及**

support the creation of artificial vitamins 蹭了 vitamins 一词，但录音讲医学院教营养是为临床应用，全程没提"支持制造人工维生素"。这是录音未出现的内容，与教学目的无关。

-
18. A) The public lost interest in vitamins.
B) Medical schools stopped teaching nutritional concepts.
C) Nutritional research was of poor quality.
D) Claims for the effectiveness of vitamin therapy were exaggerated.

【题目】 **Why did vitamin therapy become less popular in the 1950s?**

【翻译】 为什么维生素疗法在 20 世纪 50 年代变得不那么流行了？

- A) 公众对维生素失去了兴趣。 B) 医学院停止讲授营养学概念。
C) 营养学研究质量低劣。 D) 维生素疗法有效性的宣称被夸大了。

【答案】 **D** (细节题) Claims for the effectiveness of vitamin therapy were exaggerated.

【定位】 In the third era of nutritional history in the early 1950s to mid-1960s, vitamin therapy began to fall into disrepute... Expectations as to the success of vitamins in disease control were exaggerated.

在 1950 年代初到 60 年代中期的营养学第三个时期，维生素疗法开始名声扫地.....人们对维生素在疾病控制中成效的期望被夸大了。

【信号】 负面措辞 + 夸大表述。答案句的信号有两层：先是负面措辞 vitamin therapy began to fall into disrepute（开始失宠）点明现象，随后 Expectations as to the success of vitamins in disease control were exaggerated 用"成效期望被夸大"正面给出原因。听到"失宠"后紧跟的 exaggerated 就是答案落点。

【替换】 Expectations as to the success of vitamins in disease control were exaggerated ↔

Claims for the effectiveness of vitamin therapy were exaggerated

近乎同义对译

【排除】 A) 张冠李戴

The public lost interest in vitamins 听着像，但录音说变得不那么受欢迎的是 nutrition education in medical schools also became less popular——是医学院的营养教育，且 drug companies had found their vitamin sales skyrocketing 显示销量曾猛涨，公众并未失去兴趣。把"医学院"张冠李戴成"公众"。

借用原文：nutrition education in medical schools also became less popular

B) 原词陷阱

Medical schools stopped teaching nutritional concepts 盗用了 medical schools、nutritional concepts 等原词，但录音只说医学院营养教育"became less popular"（变得不那么受欢迎），不是 stopped（停止教）。把"变冷门"夸大成"停教"，程度说过了。

借用原文：nutrition education in medical schools also became less popular

C) 未提及

Nutritional research was of poor quality 蹭了 nutrition 词面，但录音从未说"营养研究质量差"，只说对维生素"成效的期望被夸大"。把原因偷换成"研究质量低"，是录音没说的内容。

Questions 19 to 22 are based on the recording you have just heard.

1 Long before they can actually speak, babies pay special attention to the speech they hear around them. Within the first month of their lives, babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds. They will stop crying when they hear a person talking, but not if they hear a bell ring. At first, the sounds that an infant notices might be only those words that receive the heaviest emphasis and that often occur at the ends of sentences. By the time they are six or seven weeks old, babies can detect the difference between the rising and falling of tones. Very soon, these differences in adults' stress and tones can influence babies' emotional states and behavior. Long before they develop actual language comprehension, babies can sense when an adult is cheerful or angry,

attempting to do or stop doing something, and so on, merely based on the rate, volume, and melody of adults' speech.

早在婴儿真正能够说话之前，他们就会特别关注周围听到的语音。在出生后的第一个月内，婴儿对人类声音的反应就会不同于他们对其他类型声音的反应。当他们听到有人说话时会停止哭泣，但听到铃声响起时则不会。起初，婴儿注意到的声音可能只是那些受到最重强调且经常出现在句尾的词语。到六七周大时，婴儿就能察觉音调的升降变化。很快，成人在重音和音调上的这些差异就能影响婴儿的情绪状态和行为。早在他们发展出实际的言语理解能力之前，婴儿就能仅凭成人说话的速度、音量和旋律来感知成人是高兴还是生气，是试图做某事还是阻止做某事，等等。

2 Adults make it as easy as they can for babies to pick up a language by exaggerating such characteristics. One researcher observed babies and their mothers in six diverse cultures and found that, in all six languages, the mothers used simplified grammar, short sentences, and transformed certain sounds into baby talk. Other investigators have found that when mothers talk to babies who are only a few months old, they often raise their volume, and speak slowly. They also exaggerate their facial expressions, and emphasize certain words.

成人通过夸大这些特征来尽可能让婴儿容易习得语言。一位研究者观察了六种不同文化中的婴儿和他们的母亲，发现在所有六种语言中，母亲都使用简化的语法、短句，并将某些声音转化为儿语。其他研究者发现，当母亲与只有几个月大的婴儿说话时，她们往往会提高音量，说话缓慢。她们还会夸大面部表情，并强调某些词语。

3 More significant for language development than their response to general intonation is observation that tiny babies can make relatively fine distinctions between speech sounds. In other words, babies enter the world with the ability to make precisely those perceptual discriminations that are necessary if they are to acquire aural language.

比婴儿对一般语调的反应更重要的语言发展观察是，初生婴儿能够对语音声音做出相对精细的区分。换句话说，婴儿来到这个世界时就具备进行那些必要的感知辨别的能力，如果他們要习得听觉语言的话。

4 Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding. For babies, language is a sensory-motor delight rather than the route to dull meaning that it often is for adults.

婴儿显然也从声音输入中获得快乐：即使在仅九个月大时，他们也会听歌曲或故事，尽管词语本身超出了他们的理解范围。对婴儿来说，语言是一种感官运动的愉悦，而不是像对成人来说常常是通向枯燥意义的途径。

19. A) How babies differentiate between the sound of the human voice and other sounds.

B) The differences between a baby's and an adult's ability to comprehend language.

C) How babies perceive and respond to the human voice in their early stages of language development.

D) The response of a baby to sounds other than the human voice.

【题目】 What does the talk mainly discuss?

【翻译】这段话主要讨论什么？

- A) 婴儿如何区分人类声音和其他声音。
- B) 婴儿和成人理解语言能力的差异。
- C) 婴儿在语言发展早期阶段如何感知和回应人类声音。
- D) 婴儿对人类声音以外的声音的反应。

【答案】C (主旨题)

How babies perceive and respond to the human voice in their early stages of language development.

【定位】Long before they can actually speak, babies pay special attention to the speech they hear around them. Within the first month of their lives, babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds.

早在真正会说话之前，婴儿就会特别留意周围听到的话语。在出生头一个月内，婴儿对人声的反应就会不同于对其他各种声音的反应。

【信号】**开篇点题句统领全文。**讲座第一句 babies pay special attention to the speech they hear around them 即抛出主题，后文从"区分人声" "母亲的说话方式" "分辨语音" "享受声音" 四个方面层层展开，都是对它的细化，因此开篇这句就是主旨落点。

【替换】pay special attention to the speech ↔ **perceive and respond to the human voice**

pay attention to ≈ perceive and respond to

Long before they can actually speak ↔ **in their early stages of language development**

会说话之前 ≈ 语言发展早期

【排除】A) **偷换概念**

How babies differentiate between the sound of the human voice and other sounds. 说的"区分人声与其他声音"，确实在 babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds 出现过，但那只是开篇举的第一个表现，全文还讲了母亲说话、分辨语音、享受声音，A 只占一段，撑不起主旨。

借用原文：babies' responses to the sound of the human voice will be different from their responses to other sorts of sounds

B) **未提及**

The differences between a baby's and an adult's ability to comprehend language. 把主题说成"婴儿与成人理解能力之差"，但全文聚焦婴儿一方，只在结尾顺带提了一句成人 (the route to dull meaning that it often is for adults)，从未以"婴儿 vs 成人对比"为主线。

D) **偷换概念**

The response of a baby to sounds other than the human voice. 把主题说成"对非人声的反应"，而全文恰恰强调婴儿对"人声"的特别关注，非人声 (如 a bell ring) 只是用来反衬人声的配角，D 把主次彻底颠倒。

借用原文：they hear a bell ring

20. A) To contrast the reactions of babies to human and nonhuman sounds.
B) To give examples of sounds that will cause a baby to cry.
C) To explain how babies distinguish between different nonhuman sounds.
D) To give examples of typical toys that babies do not like.

【题目】 Why does the speaker mention the ringing of a bell?

【翻译】 演讲者为什么提到铃声？

- A) 为了对比婴儿对人类声音和非人类声音的反应。
B) 为了举例说明会导致婴儿哭泣的声音。 c) 为了解释婴儿如何区分不同的非人类声音。
D) 为了举例说明婴儿不喜欢的典型玩具。

【答案】 A (目的题) To contrast the reactions of babies to human and nonhuman sounds.

【定位】 They will stop crying when they hear a person talking, but not if they hear a bell ring.

婴儿听到有人说话会停止哭泣，但听到铃声却不会。

【信号】 转折对照句 but not. 铃声出现在 They will stop crying when they hear a person talking, but not if they hear a bell ring 这个 but 对照结构里：人声让婴儿止哭、铃声不能。提到铃声正是为了与人声形成反差，证明婴儿对人声有特别反应。

【替换】 stop crying when they hear a person talking, but not if they hear a bell ring ↔

contrast the reactions of babies to human and nonhuman sounds

but 对照 ≈ contrast

【排除】 B) 原词陷阱

To give examples of sounds that will cause a baby to cry. 说提铃声是举"让婴儿哭的声音"之例，但原文是 They will stop crying——讲的是"停止哭"，且铃声是"不能让婴儿止哭"，并非"让婴儿哭"，方向完全拧了。

借用原文：They will stop crying when they hear a person talking

C) 偷换概念

To explain how babies distinguish between different nonhuman sounds. 说是解释婴儿如何区分"不同的非人声之间"，但原文的对照是"人声 vs 非人声"，铃声只是非人声的一个代表，根本没讲非人声彼此之间的区分。

借用原文：responses to the sound of the human voice will be different from their responses to other sorts of sounds

D) 未提及

To give examples of typical toys that babies do not like. 把铃声说成"婴儿不喜欢的玩具"之例，原文只字未提 toys，更没说婴儿"不喜欢"，纯属编造。

21. A) Babies who are exposed to more than one language can acquire languages earlier than those to a single language.
B) Mothers from different cultures speak to their babies in a similar way.
C) Babies ignore facial expressions in comprehending their parents' language.
D) The mothers observed by the researchers were consciously teaching their babies to speak.

【题目】 What can we learn from the findings of babies and their mothers in six diverse cultures?

【翻译】 从六种不同文化中婴儿和母亲的研究发现中我们能了解到什么？

- A) 接触多种语言的婴儿比接触单一语言的婴儿能更早习得语言。
B) 来自不同文化的母亲以相似的方式对婴儿说话。
C) 婴儿在理解父母语言时忽略面部表情。
D) 研究人员观察到的母亲在有意识地教婴儿说话。

【答案】 B (细节题) Mothers from different cultures speak to their babies in a similar way.

【定位】 One researcher observed babies and their mothers in six diverse cultures and found that, in all six languages, the mothers used simplified grammar, short sentences, and transformed certain sounds into baby talk.

一位研究者观察了六种不同文化中的婴儿及其母亲，发现在所有六种语言里，母亲都使用了简化的语法、短句，并把某些音转成了婴儿语。

【信号】 研究信号词 observed...found that. One researcher observed...and found that, in all six languages, the mothers used simplified grammar, short sentences 里 found that 引出的正是该研究的结论，in all six languages 强调“六种语言里母亲做法一致”，这就是答案句。

【替换】 in all six languages, the mothers used simplified grammar, short sentences ↔

speak to their babies in a similar way

六种语言做法一致 ≈ 方式相似

six diverse cultures ↔ **Mothers from different cultures**

diverse cultures = different cultures

【排除】 A) 过度推断

Babies who are exposed to more than one language can acquire languages earlier than those to a single language. 拿"接触多语言的婴儿习得更早"作答，但这段研究讲的是"母亲说话方式"，从未比较多语言与单语言婴儿谁习得更早，earlier 这一比较是凭空加的。

C) 与原文相反

Babies ignore facial expressions in comprehending their parents' language. 说婴儿"忽略面部表情"，但原文 They also exaggerate their facial expressions 讲的是母亲"夸大面部表情"来帮助婴儿，方向正好相反，且主语也从母亲偷换成婴儿。

借用原文：They also exaggerate their facial expressions

D) 过度推断

The mothers observed by the researchers were consciously teaching their babies to speak. 称母亲在"有意识地教婴儿说话"，但原文说母亲是 make it as easy as they can for babies to pick up a language (尽量让婴儿好学)，是自然简化语言、并非 consciously 刻意施教，consciously 是无中生有的拔高。

借用原文：Adults make it as easy as they can for babies to pick up a language

22. A) They understand the rhythm.

B) They enjoy the sounds of them.

C) They can remember them easily.

D) They focus on their parents' words.

【题目】 According to the talk, why do babies listen to songs and stories, even though they cannot understand them?

【翻译】 根据这段话，婴儿为什么会听歌曲和故事，尽管他们无法理解？

A) 他们理解节奏。 B) 他们喜欢这些声音。 C) 他们能轻易记住这些内容。

D) 他们专注于父母的话语。

【答案】 B (细节题) They enjoy the sounds of them.

【定位】 Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding. 婴儿显然也能从声音输入中获得乐趣：甚至小到九个月大，他们就会听歌或听故事，尽管那些词本身超出了他们的理解。

【信号】 因果/解释句 **derive pleasure**. Babies obviously derive pleasure from sound input, too 先给出原因——婴儿从声音中获得乐趣，冒号后才说他们"会听歌、听故事，尽管听不懂词"，所以"听"的原因正是"从声音中得到快乐"。

【替换】 Babies obviously derive pleasure from sound input ↔ **They enjoy the sounds of them.**

derive pleasure from sound ≈ enjoy the sounds

【排除】 A) 与原文相反

They understand the rhythm. 说婴儿"理解节奏", 但原文恰恰强调 the words themselves are beyond their understanding (词义超出他们的理解), 通篇没说他们"理解"任何东西, understand 与原文基调相悖。

借用原文: although the words themselves are beyond their understanding

C) 未提及

They can remember them easily. 说婴儿"容易记住"歌和故事, 但原文只讲"获得乐趣", 从未提及记忆或 remember, 属凭空添加。

D) 与原文相反

They focus on their parents' words. 说婴儿"专注于父母的话语(词)", 但原文 language is a sensory-motor delight rather than the route to dull meaning 明说对婴儿而言语言是感官愉悦、而非通往词义的路径, 正与"专注词义"相反。

借用原文: language is a sensory-motor delight rather than the route to dull meaning that it often is for adults

Questions 23 to 25 are based on the recording you have just heard.

1 The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth. Beginning as something unusual in a handful of big cities-New York, London, Paris and Berlin-the new medium quickly found its way across the world, attracting larger and larger audiences wherever it was shown and replacing other forms of entertainment as it did so. Meanwhile, films themselves developed from being short "attractions" only a couple of minutes long, to the full-length feature that has dominated the world's screens up to the present day.

电影在其最初三十年的历史是一段重大的、至今无可比拟的扩张和发展时期。新媒介从在纽约、伦敦、巴黎和柏林等少数几个大城市中作为新鲜事物开始,迅速传播到世界各地,无论在哪里放映都吸引了越来越多的观众,并在此过程中取代了其他娱乐形式。与此同时,电影本身也从只有几分钟长的短片"节目"发展成为至今仍主导世界银幕的长片。

2 Although French, German, American and British pioneers have all been credited with the invention of cinema, the British and the Germans played a relatively small role in its world-wide exploitation. It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia. In terms of artistic development, it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

尽管法国、德国、美国 and 英国的先驱者都被认为发明了电影,但英国人和德国人在其全球推广中发挥的作用相对较小。最热衷于输出这项新发明的首先是法国人,紧随其后的是美国人,他们帮助在中国、日本、拉丁美洲和俄罗斯开启了电影事业。在艺术发展方面,同样是法国人和美国人领先,尽管在第一次世界大战前的些年里,意大利、丹麦和俄罗斯也发挥了作用。

3 In the end, it was the United States that was to become, and remain, the largest single market for films. By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War. The centre of film-making

had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since. Faced with total Hollywood domination, few film industries proved competitive. The Italian industry almost collapsed. In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies. Even the French cinema found itself in a difficult position. In Europe, only Germany proved industrially capable, while in Russia and in Japan the development of the cinema took place in conditions of commercial isolation.

最终,美国成为并保持着最大的单一电影市场。通过保护本国市场和推行积极的出口政策,美国人在第一次世界大战开始时就在世界市场上取得了主导地位。电影制作中心已经西移至Hollywood,正是来自这些新的Hollywood制片厂的电影在第一次世界大战后的那些年里涌入世界电影市场,并且此后一直如此。面对Hollywood的全面主导,几乎没有哪个电影产业能够与之竞争。意大利电影业几乎崩溃。在斯堪的纳维亚,瑞典电影经历了短暂的辉煌时期,尤其以强有力的史诗电影和喜剧著称。即使是法国电影也发现自己处于困境境地。在欧洲,只有德国在工业上证明了自己的能力,而在俄罗斯和日本,电影的发展是在商业孤立的条件下进行的。

23. A) Britain.

B) Germany.

C) France.

D) Japan.

【题目】 According to the talk, which country played a leading role in the invention and promotion of cinema?

【翻译】 根据这段话,哪个国家在电影的发明和推广中起了主导作用?

A) 英国。 B) 德国。 C) 法国。 D) 日本。

【答案】 C (细节题) France.

【定位】 It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention... In terms of artistic development, it was again the French and the Americans who took the lead.

首先是法国人、紧随其后是美国人,他们是这项新发明最热情的输出者.....在艺术发展方面,又是法国人和美国人起了带头作用。

【信号】 强调结构 **above all + took the lead**。答案句靠两处"领先信号"锁定: It was above all the French 用 above all(首先、最重要的是)把法国顶到第一位,后面 it was again the French and the Americans who took the lead 又用 took the lead(起带头作用)再次点名法国。听到 above all、the most、took the lead 这类"拔高/排第一"的词,紧跟的对象就是答案。

【替换】 above all the French ↔ **France**.

the French=France

who were the most passionate exporters ↔ **promotion of cinema**

exporters→promotion

【排除】 A) 原词陷阱

录音确实念到了 British(英国)，但原句是 the British and the Germans played a relatively small role——明说英、德"作用相对较小"。选 Britain. 正是"听到 British 就选"，恰好选反，英国是"作用小"的反例，不是带头者。

借用原文：the British and the Germans played a relatively small role

B) 原词陷阱

Germany 也在录音里出现，但同样在 the British and the Germans played a relatively small role 这句里被归为"作用相对较小"的一方。选 Germany. 与 A 一样是被原词勾住、却选了"配角"。

借用原文：the British and the Germans played a relatively small role

D) 答非所问

录音里 Japan 出现在 helping to start cinema in China, Japan, Latin America and Russia——它是法国、美国"帮助开办电影"的对象国之一，是被带动方，根本不是"带头发明与推广"的国家。选 Japan. 属于把"被传播地"错当成"传播主导者"。

借用原文：helping to start cinema in China, Japan, Latin America and Russia

24. A) The United States had a leading position on the world market by the start of World War I.

B) The centre of film-making moved eastwards from Hollywood to New York.

C) Many film industries could compete with that of Hollywood.

D) The film markets of Russia and Japan were the only promising ones.

【题目】 According to the talk, what can we learn about the film market back then?

【翻译】 根据这段话,关于当时的电影市场我们能了解到什么?

A) 到第一次世界大战开始时,美国在世界市场上已处于领先地位。

B) 电影制作中心从好莱坞向东转移到了纽约。

C) 许多电影产业都能与好莱坞的电影产业竞争。

D) 俄罗斯和日本的电影市场是仅有的有前景的市场。

【答案】 A (细节题)

The United States had a leading position on the world market by the start of World War I.

【定位】 By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position on the world market by the start of the First World War.

通过保护本国市场、推行强有力的出口政策，美国在第一次世界大战开始之时就在世界市场上取得了主导地位。

【信号】 结论句 achieved a dominant position. 答案句是第 3 段的一句明确结论：the Americans achieved a dominant position on the world market by the start of the First World War——主语美国、谓语 achieved a dominant position(取得主导地位)、时间 by the start of the First World War(一战开始之时)三要素齐全，是一句可直接对选项的事实陈述句。

【替换】 the Americans achieved a dominant position ↔ **The United States had a leading position**
dominant position=leading position
by the start of the First World War ↔ **by the start of World War I**
First World War=World War I

【排除】 B) **与原文相反**

录音说 The centre of film-making had moved westwards, to Hollywood——制片中心是"西移"到好莱坞。选项 moved eastwards from Hollywood to New York 把方向改成"东移"、且说成"从好莱坞到纽约", 方向与起讫全反。它盗用了 centre of film-making、Hollywood 等原词来制造"听过"的错觉。

借用原文: The centre of film-making had moved westwards, to Hollywood

C) **与原文相反**

录音原话是 Faced with total Hollywood domination, few film industries proved competitive——"几乎没有(few)电影业能与好莱坞竞争"。选项 Many film industries could compete 把 few(几乎没有)换成 Many(许多), 意思整个反掉。它盗用了 film industries、compete、Hollywood 等原词钓鱼。

借用原文: few film industries proved competitive

D) **偷换概念**

录音讲 in Russia and in Japan the development of the cinema took place in conditions of commercial isolation——俄、日是在"商业孤立"的条件下发展电影, 是被隔绝、不利的状态。选项 The film markets of Russia and Japan were the only promising ones 却说它们是"唯一有前景的", 把"孤立"硬拗成"被看好", 并加了原文没有的 only。盗用了 Russia、Japan 原词。

借用原文: in Russia and in Japan the development of the cinema took place in conditions of commercial isolation

25. A) Indifferent.

B) Biased.

C) Negative.

D) Neutral.

【题目】 What is the speaker's attitude towards the film industry?

【翻译】 说话者对电影产业持什么态度?

A) 漠不关心。 B) 有偏见。 C) 消极。 D) 中立。

【答案】 D (态度观点题) Neutral.

【定位】 The history of the cinema in its first thirty years is one of major and, to this day, unparalleled expansion and growth... the British and the Germans played a relatively small role... it was the United States that was to become, and remain, the largest single market for films.

电影头三十年的历史是一部规模空前、至今无可比拟的扩张与发展史.....英国人和德国人作用相对较小.....最终是美国成为并一直保持电影最大的单一市场。

【信号】通篇客观陈述、无褒贬语气。态度题的"信号"不是某个词，而是全篇口吻：录音从头到尾都是 the British and the Germans played a relatively small role、few film industries proved competitive 这类摆事实、讲历史的客观陈述，全程没有出现 great、terrible、unfortunately、I think 等说话人个人褒贬，语气始终中立平实。

【替换】By protecting their own market and pursuing a vigorous export policy, the Americans achieved a dominant position

↔ Neutral.

客观陈述=中立态度

【排除】A) 偷换概念

Indifferent. 是"漠不关心、无所谓"，含"懒得理会"的意味。但说话人花大量笔墨细致梳理各国电影业发展(如 the Americans achieved a dominant position)，态度是认真投入的，谈不上"漠不关心"。它与 Neutral 都"无明显情绪"，最易混。

B) 过度推断

Biased. 是"有偏见、偏袒"。但说话人对各国一视同仁地陈述——既说 above all the French 领先，也客观指出 the British and the Germans played a relatively small role，没有刻意拔高或贬低某国，不存在偏袒。

C) 与原文相反

Negative. 是"否定、消极"，要选它须有明显的批评或唱衰口吻。但全篇开头反而说电影史是 unparalleled expansion and growth(空前的扩张与发展)，整体平实甚至略带肯定，绝无消极否定的语气。

借用原文：unparalleled expansion and growth

SENTENCE INSIGHTS • 句子精讲

39 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。

W: And how did he then go about actually setting up the business?

第3段，第1句

特殊疑问句 + 动名词短语作宾语，这种结构在四六级听力对话和考研阅读中高频出现。"go about doing" 这一搭配也是常考句式，掌握后可迁移到理解其他 "动词 + 动名词"结构的句子。

M: Well, he looked for any left-handed products that might already be on the market, which were very few, and then contacted the manufacturers with the idea of having products produced for him, mainly in the scissor range to start with.

第4段，第1句

并列谓语结构、限制性定语从句和非限制性定语从句的组合是四六级和考研阅读中的常见句式，定语从句修饰宾语、关系代词作主语也是高频考点，典型性较高，掌握后可迁移到大量类似句子。

So you do commission some part of your stock.

第5段，第2句

简单句主谓宾结构是最常见的句式,强调助动词 "do" 在口语和书面语中都有一定出现频率,属于常规用法;但本句话题偏向商务场景(commission stock),在四六级或考研真题中不算高频主题,典型性中等。

What kind of business is the man engaged in?

第1题 题干

特殊疑问句加被动语态是四六级和考研中的高频句式，疑问词作介词宾语的结构也经常出现，掌握后可应用于大量类似句型。

It is the man who is talking that set up the business.

第3题，A

本句覆盖了强调句、定语从句、进行时态、主谓宾基本句型等多个重要考点，且强调句结构容易与主系表或主语从句混淆，定语从句中 "who" 既是引导词又充当主语，这些都是高频易错点。句子长度适中，结构典型，非常适合作为综合练习句，帮助学生掌握多个语法点的识别与区分方法。

First of all, the campaign was late.

第2段，第2句

主系表结构虽然常见，但本句过于简短，不具备四六级或考研真题中常见的复杂句式特征，代表性较弱。

As a result, the campaign failed.

第2段，第5句

简单句带状语是常见结构，但过于基础。"As a result"引出结果的用法在写作中常见，有一定典型性，但句子整体结构过于简单，不足以代表考试中常见的复杂句式。

The ad specifications had not been given in detail.

第6题，B

被动语态在四六级和考研阅读中频繁出现，过去完成时虽不如一般过去时常见，但也是典型时态之一，整体结构具有中等代表性，掌握后可迁移至相似句式。

Reflect on their respective mistakes.

第8题，D

祈使句是基础句式，在口语指令、应用文（如说明书、规章）中常见，有一定代表性，但在四六级或考研阅读长难句中占比不高，典型性中等。

These are "good" mice and as such won the protection of the animal-care committee.

第1段，第3句

覆盖主语、并列谓语（系动词与实义动词）、表语、宾语、方式状语、后置定语等多种成分，且包含状语 as such 在并列结构中的位置识别，以及介词短语作定语的判定，具有较好的成分划分练习价值。

Usually, this is accomplished by means of sticky traps, a kind of fly paper on which they become increasingly stuck.

第1段，第8句

被动语态主句配合同位语和限制性定语从句的组合，是四六级和考研阅读中的常见句式。介词加关系代词引导定语从句（"on which"）也是考试高频结构，学习后可大量复用。

While calling for animal rights, they allowed their kids to keep pet animals.

第12题, C

While 引导的状语从句 + 主句是四六级和考研常见句式,使役动词 allow 的复合宾语结构也是高频考点。分词短语省略主语和助动词的用法在阅读和翻译中频繁出现,句式具有较强代表性和可迁移性。

Second, there is the New York of the commuter, the city that is swallowed up by locusts each day and spat out each night.

第1段, 第3句

本句涵盖存现句主语识别、同位语辨析、定语从句主语(关系代词)确认、被动句中的方式状语、并列谓语中的承前省略等多个考点,成分种类丰富,且存现句和同位语是学生容易混淆的难点,训练价值较高

It is this third city that accounts for New York's high-strung disposition, its dedication to the arts, and its incomparable achievements.

第1段, 第6句

强调句型 It is ... that 是四六级和考研阅读写作中的高频句式, 本句用法标准、结构清晰, 掌握后可直接迁移到大量真题和写作场景中, 代表性极强。

Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion.

第1段, 第7句

三个分句都使用双宾语结构,反复强化 "give + 间接宾语 + 直接宾语" 的识别,对掌握双宾语句型有较高训练价值;第二个分句的直接宾语是并列结构,增加了一定复杂度;但成分种类相对单一(只有主谓双宾,缺少定语状语等其他成分),故未达顶级练习价值。

And whether it is a farmer arriving from Italy to set up a small grocery store in a slum, or a young girl arriving from a small town in Mississippi to escape the indignity of being observed by her neighbors, or a boy arriving from the Corn Belt with a manuscript in his suitcase and a pain in his heart, it makes no difference: each embraces New York with the intense excitement of first love; each absorbs New York with the fresh eyes of an adventurer; each generates heat and light to dwarf the Consolidated Edison Company.

第1段，第8句

本句涵盖形式主语与真正主语的区分、主系表结构、三个并列表语、方式状语、目的状语等多种成分，且主语从句中三个分支的表语都带有现在分词短语作后置定语，可以训练学生识别长定语、理解并列结构、区分形式主语与真正主语的能力，训练价值较高。

They take it for granted.

第13题，D

"take it for granted" 是考试中常见的固定搭配，主谓宾补结构在阅读理解和完形填空中频繁出现，掌握这类结构有助于识别类似句式

They have difficulty surviving.

第15题，C

"have difficulty (in) doing" 是四六级和考研阅读中高频出现的固定搭配，后置定语结构也是常考点，句式具有较强的代表性和迁移价值，学生掌握后可在多个场景复用。

Thank you for your introduction, Cara.

第4段，第1句

这种“动词原形开头”的祈使式表达很常见，称呼语放句尾也很典型。虽然不是长难句常考的从句结构，但对基础句型识别有代表性。

Well, the study of the relationship between health and how the body takes in and utilizes food substances can be divided into four distinct eras:

第4段，第2句

“长名词主语 + 情态动词被动结构 + 内嵌由疑问词引出的内容”是正式说明文里很常见的句式。掌握这种读法后，可以迁移到大量学术和考试句子中。

The first era began in the nineteenth century and extended into the early twentieth century when it was recognized for the first time that food contained components that were essential for human function and that different foods provided different amounts of these essential agents.

第5段，第1句

本句结构层级较丰富，但时态负担不过重，适合作为中高频长句训练材料。它既能练主干定位，也能练从句嵌套识别，投入产出比较高。

Near the end of this era, research studies demonstrated that rapid weight loss was associated with nutrition imbalance and could only be rectified by providing adequate dietary protein associated with certain foods.

第5段，第2句

这句主干能找、难点明确，既有典型的宾语从句框架，又包含并列谓语、被动和后置修饰，适合作为结构与时态综合训练材料。对想提升长句拆解能力的学习者，优先级较高。

As vitamins became recognized as essential food constituents necessary for health, it became tempting to suggest that every disease and condition for which there had been no previous effective treatment might be responsive to vitamin therapy.

第6段，第3句

本句结构典型、层级清楚但不简单，既能训练找主干，也能训练从句和时态层次判断。对句子结构与时态学习都很有代表性，值得优先精练。

At that point in time, medical schools started to become more interested in having their curricula integrate nutritional concepts into the basic sciences.

第6段，第4句

“句首状语 + 主句 + 介词后长名词性结构”是学术英语里很常见的写法，像 “interested in ...” 这类搭配也很有迁移价值。

Herein lay the beginning of what ultimately turned from ignorance to denial of the value of nutritional therapies in medicine.

第6段，第6句

本句涵盖倒装结构、宾语从句作介词宾语、不及物动词 lie 的过去式 lay、from... to... 状语、程度状语等多种成分，且倒装和从句嵌套位置深的特点是常见易错点，作为划分练习句收益较高。

It was just a decade before this that many drug companies had found their vitamin sales skyrocketing and were quick to supply practicing physicians with generous samples of vitamins.

第7段，第3句

本句覆盖主语、并列谓语、宾语、宾语补足语、双宾语（间接宾语和直接宾语）等多种核心成分，且包含强调句识别、并列谓语辨析、宾补与定语区分（skyrocketing vs practicing）等易错点，作为成分划分练习句收益较高

As is known in retrospect, vitamin and mineral therapies are much less effective when applied to health-crisis conditions than when applied to long-term problems of undernutrition that lead to chronic health problems.

第7段，第5句

句子成分丰富且有典型易错点：主句的主系表结构、比较状语从句中的谓语省略、限制性与非限制性定语从句的区分、比较结构 "less...than" 的识别，以及介词短语作后置定语（of undernutrition）。适合训练学生识别系表结构、辨别从句类型、补出省略成分和分析复杂修饰关系。

According to Professor Dreiser, which of the following discoveries was made during the first era in the history of nutrition?

第16题 题干

特殊疑问句的被动语态结构在四六级和考研阅读理解题干中非常常见，尤其是学术类文章的配套问题经常采用此类句式。掌握"疑问词 + be + 过去分词"的识别方法可直接应用于大量真题场景，迁移性强

Medical schools stopped teaching nutritional concepts.

第18题，B

这种"主语 + 过去式谓语 + 后接动作内容"的句型非常常见，阅读中反复出现。掌握后可迁移到许多类似的动词搭配句。

By the time they are six or seven weeks old, babies can detect the difference between the rising and falling of tones.

第1段，第5句

时间状语从句前置加主句是四六级和考研阅读中的高频句式。情态动词表达能力、介词短语修饰名词、动名词作介词宾语，都是常考结构，具有较强的代表性和迁移价值。

Adults make it as easy as they can for babies to pick up a language by exaggerating such characteristics.

第2段，第1句

本句涵盖形式宾语与真正宾语对应、宾语补足语识别、不定式复合结构作宾语、方式状语、比较分句中的成分省略等多个重要考点,且这些考点在四六级和考研中频繁出现;形式宾语结构是易错点,比较结构的省略现象也值得练习,作为成分划分练习句收益较高。

Babies obviously derive pleasure from sound input, too: at even as young as nine months they will listen to songs or stories, although the words themselves are beyond their understanding.

第4段，第1句

本句覆盖主谓宾、主系表两种基本句型,包含多种状语(时间、方式、来源),以及代词主语、强调代词 themselves 等用法。时间状语 at even as young as nine months 结构较复杂,listen to 的介词宾语关系需要辨析,系表结构中介词短语作表语也值得练习,成分种类较丰富。

According to the talk, why do babies listen to songs and stories, even though they cannot understand them?

第22题题干

特殊疑问句加让步状语从句的组合在四六级和考研阅读中较为常见,属于典型的复合句结构;疑问句的倒装和 even though 引导让步从句都是高频考点;掌握后可迁移到大量类似句式

It was above all the French, followed closely by the Americans, who were the most passionate exporters of the new invention, helping to start cinema in China, Japan, Latin America and Russia.

第2段，第2句

强调句"It is/was ... who/that"是四六级和考研阅读中的高频句式,定语从句修饰主句名词也是常考结构。本句将强调句与定语从句结合,且定语从句内部含有伴随状语,体现了真题中常见的复杂句式叠加模式。过去分词短语"followed closely by"作后置定语修饰名词,也是阅读中的典型难点。掌握本句结构后,可迁移到大量类似句式的理解和分析,代表性极强。

In terms of artistic development, it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

第2段，第3句

主句的强调句结构是重要考点,涉及形式主语、表语、定语性修饰成分的综合识别,且容易与定语从句或表语从句混淆,训练价值高。从句覆盖主语、谓语、宾语、时间状语、副词状语等多种成分,且主语是并列结构,时间状语较长,适合练习成分切分。整句在一个不长的篇幅内包含了强调句型 and 让步状语从句两个典型结构,成分种类丰富,坑点明确。

In the end, it was the United States that was to become, and remain, the largest single market for films.

第3段，第1句

句中包含强调句结构(易错点)、时间状语、系动词后表语、并列谓语等多种成分,且强调句的主语识别和谓语定位是典型易错点,适合作为成分划分练习。

The centre of film-making had moved westwards, to Hollywood, and it was films from these new Hollywood studios that flooded onto the world's film markets in the years after the First World War, and have done so ever since.

第3段，第3句

本句在主干识别难度、时态复杂度、成分训练价值和结构典型性四个维度均表现突出,嵌套层级适中不过分绕人。作为涵盖强调句、定语从句、多时态对比和并列结构的综合练习句,能够有效训练学生应对考试中常见长难句的能力,综合推荐度高。

In Scandinavia, the Swedish cinema had a brief period of glory, notably with powerful epic films and comedies.

第3段，第6句

虽然结构简单,但涵盖了主谓宾三大核心成分和地点、方式两种状语,且地点状语前置、方式状语后置,可用于练习状语位置识别;但缺少定语、补语、从句等更丰富的成分类型

In Europe, only Germany proved industrially capable, while in Russia and in Japan the development of the cinema took place in conditions of commercial isolation.

第3段，第8句

while 引导对比状语从句的复合句结构在四六级和考研阅读中高频出现,且状语前置分隔主谓也是常见句式,掌握后可迁移到大量类似真题句子,典型性较高。

HIGH-FREQUENCY • 真题高频词

本卷出现的 260 个英语六级真题高频词

下列单词既在本卷录音原文中出现，又是 **英语六级** 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）。每个词标注本卷 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。

vitamin B1

n. 维生素

本卷17次·真题 22 句

product A2

n. 产品

本卷13次·真题 271 句

campaign B2

n. 运动

本卷13次·真题 57 句

era B2

n. 时代

本卷7次·真题 31 句

therapy B2

n. 治疗

本卷7次·真题 30 句

nutrition B2

n. 营养

本卷6次·真题 36 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷5次 · 真题 182 句

accord C1

n. (国家、团体间的) 协议

本卷5次 · 真题 167 句

response B1

n. 回答

本卷5次 · 真题 52 句

trap B1

n. 陷阱

本卷5次 · 真题 20 句

nutritional B2

adj. 营养的

本卷5次 · 真题 17 句

concept B2

n. 概念

本卷4次 · 真题 59 句

essential B1

adj. 必不可少的

本卷4次 · 真题 55 句

label B1

n. 标签

本卷4次 · 真题 52 句

range B1

n. 范围

本卷4次 · 真题 50 句

recognize B1

v. 认出

本卷4次 · 真题 42 句

stock B1

n. 库存

本卷4次 · 真题 32 句

promotion B2

n. 晋升, 升职

本卷4次 · 真题 29 句

fee B1

n. 费用

本卷4次 · 真题 24 句

exaggerate B2

v. 夸大

本卷4次 · 真题 19 句

pest B2

n. 害虫

本卷4次 · 真题 12 句

researcher B2

n. 研究人员

本卷3次 · 真题 363 句

less A1

det. 较少的

本卷3次·真题 273 句

effective B1

adj. 有效的, 起作用的

本卷3次·真题 94 句

apply A2

v. 申请

本卷3次·真题 63 句

observe B2

v. 观察; 注意到

本卷3次·真题 48 句

manufacturer B2

n. 制造商

本卷3次·真题 33 句

moral B2

adj. 道德的

本卷3次·真题 32 句

prior B2

adj. 先前的, 之前的

本卷3次·真题 22 句

approval B2

n. 赞成

本卷3次·真题 12 句

outlet B2

n. 商店

本卷3次·真题 12 句

commuter B2

n. 通勤者

本卷3次·真题 9 句

would A1

aux. (will 的过去式) 将要, 会

本卷2次·真题 568 句

focus B1

n. 重点

本卷2次·真题 200 句

relationship B1

n. 关系

本卷2次·真题 168 句

decade B1

n. 十年

本卷2次·真题 120 句

design B1

n. 设计

本卷2次·真题 119 句

affect B1

v. 影响

本卷2次·真题 116 句

professor B1

n. 教授 (大学教师的最高职称)

本卷2次 · 真题 112 句

claim B1

v. 声称

本卷2次 · 真题 111 句

united B1

adj. 联合的

本卷2次 · 真题 97 句

promote B2

v. 促进

本卷2次 · 真题 82 句

states A1

n. 国家

本卷2次 · 真题 80 句

solution B1

n. 解决办法

本卷2次 · 真题 76 句

protein B1

n. 蛋白质

本卷2次 · 真题 64 句

loss B1

n. 丧失

本卷2次 · 真题 56 句

associate B2

v. 联系

本卷2次 · 真题 54 句

mainly B1

adv. 主要地

本卷2次 · 真题 53 句

native B1

adj. 本国的

本卷2次 · 真题 45 句

protection B1

n. 保护

本卷2次 · 真题 42 句

relatively B2

adv. 相对地

本卷2次 · 真题 37 句

central B1

adj. 主要的

本卷2次 · 真题 36 句

centre A2

n. 中心;中央

本卷2次 · 真题 33 句

extra A2

adj. 额外的

本卷2次 · 真题 33 句

acquire B2

v. 获得

本卷2次 · 真题 31 句

obtain B2

v. 获得

本卷2次 · 真题 29 句

extend B1

v. 延伸;延长

本卷2次 · 真题 28 句

delay B1

n. 延迟

本卷2次 · 真题 27 句

expression B1

n. 表达

本卷2次 · 真题 27 句

fault B1

n. 过错

本卷2次 · 真题 26 句

initial B1

adj. 最初的

本卷2次 · 真题 26 句

component B2

n. 组成部分

本卷2次 · 真题 25 句

diverse B2

adj. 多种多样的

本卷2次 · 真题 24 句

escape A2

v. 逃跑;逃脱

本卷2次 · 真题 24 句

leading B1

adj. 最重要的

本卷2次 · 真题 24 句

volume B1

n. 音量

本卷2次 · 真题 21 句

ad A2

n. 广告

本卷2次 · 真题 20 句

capture B1

v. 捕获

本卷2次 · 真题 19 句

typical B1

adj. 典型的

本卷2次 · 真题 19 句

tone B1

n. 语气, 口气

本卷2次 · 真题 17 句

facial B2

adj. 面部的

本卷2次·真题 15 句

committee B1

n. 委员会

本卷2次·真题 13 句

manufacture B2

v. (大规模) 制造, 生产

本卷2次·真题 13 句

granted B2

v. 授予

本卷2次·真题 10 句

comprehend B2

v. 理解

本卷2次·真题 8 句

benefit B1

n. 好处

本卷1次·真题 244 句

effect A2

n. 影响

本卷1次·真题 191 句

behavior B1

n. 行为

本卷1次·真题 171 句

view A2

n. 观点, 看法

本卷1次·真题 134 句

base A2

n. 基础

本卷1次·真题 126 句

stress B1

n. 压力

本卷1次·真题 126 句

finding B2

n. 调查结果

本卷1次·真题 121 句

rate A2

n. 速度

本卷1次·真题 121 句

quality A2

n. 质量

本卷1次·真题 112 句

major B1

adj. 主要的

本卷1次·真题 108 句

growth B1

n. 增长

本卷1次·真题 104 句

policy B1

n. 政策

本卷1次·真题 103 句

support A2

v. 支持

本卷1次·真题 103 句

measure B1

v. 测量

本卷1次·真题 100 句

medium B1

adj. 中等的

本卷1次·真题 98 句

according B1

prep. 根据

本卷1次·真题 96 句

account A2

n. 账户

本卷1次·真题 93 句

lack B1

v. 缺少

本卷1次·真题 89 句

amount A2

n. 数量

本卷1次·真题 84 句

understanding B1

n. 理解;领悟

本卷1次·真题 84 句

diet A2

n. 日常饮食

本卷1次·真题 82 句

contribute B1

v. 捐献

本卷1次·真题 79 句

increasingly B2

adv. 越来越;日益;不断增加地

本卷1次·真题 78 句

recently A2

adv. 最近

本卷1次·真题 76 句

organization B1

n. 组织

本卷1次·真题 73 句

reflect B1

v. 反映, 显示

本卷1次·真题 71 句

responsibility B1

n. 责任

本卷1次·真题 69 句

engage B2

v. 参与/从事

本卷1次·真题 68 句

attract B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 67 句

variety B1

n. 多样化

本卷1次·真题 66 句

easily A2

adv. 容易地

本卷1次·真题 65 句

significant B2

adj. 重要的

本卷1次·真题 65 句

quickly A2

adv. 快速地

本卷1次·真题 63 句

determine B2

v. 决定

本卷1次·真题 62 句

occur B1

v. 发生, 出现

本卷1次·真题 62 句

conduct B2

v. 组织并实施

本卷1次·真题 59 句

launch B1

v. 推出

本卷1次·真题 56 句

advocate B2

v. 拥护

本卷1次·真题 55 句

feature B1

n. 特征

本卷1次·真题 55 句

credit B1

n. 赊购, 赊账

本卷1次·真题 54 句

unique B2

adj. 独特的

本卷1次·真题 54 句

audience A2

n. 观众

本卷1次·真题 52 句

contain B1

v. 包含, 含有

本卷1次·真题 52 句

emotional B1

adj. 情绪的

本卷1次·真题 52 句

respond B1

v. 回答, 答复

本卷1次·真题 52 句

powerful B1

adj. 强大的

本卷1次·真题 50 句

status B2

n. 地位

本卷1次·真题 48 句

damage B1

n. 损害

本卷1次·真题 46 句

detail B1

n. 细节

本卷1次·真题 46 句

ignore B1

v. 忽视;不理睬

本卷1次·真题 46 句

demonstrate B2

v. 证明

本卷1次·真题 45 句

achievement B1

n. 成就

本卷1次·真题 44 句

flood B1

n. 洪水

本卷1次·真题 44 句

previous B1

adj. 先前的

本卷1次·真题 44 句

commercial B2

adj. 商业的

本卷1次·真题 43 句

passion B2

n. 强烈的情感

本卷1次·真题 43 句

pursue B2

v. 追求

本卷1次·真题 43 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷1次·真题 42 句

survive B1

v. 幸存

本卷1次·真题 42 句

interested B1

adj. 感兴趣的

本卷1次·真题 41 句

function B1

n. 功能

本卷1次·真题 40 句

attempt B1

v. 试图

本卷1次·真题 39 句

dietary B2

adj. 饮食的

本卷1次·真题 39 句

generate B2

v. 产生, 引起 (结果、反应等)

本卷1次·真题 39 句

characteristic B2

n. 特征

本卷1次·真题 36 句

compete B1

v. 竞争

本卷1次·真题 36 句

means A2

n. 方法

本卷1次·真题 35 句

artificial B2

adj. 人造的

本卷1次·真题 34 句

contact B1

n. 联系

本卷1次·真题 34 句

proposal B2

n. 提议

本卷1次·真题 34 句

ultimately B2

adv. 最终;终归

本卷1次·真题 34 句

original B1

adj. 最初的, 原始的

本卷1次·真题 33 句

chain B1

n. 链条

本卷1次·真题 32 句

expectation B2

n. 期待;预期

本卷1次·真题 32 句

harmful B1

adj. 有害的

本卷1次·真题 32 句

humanity B2

n. 人类 (总称)

本卷1次·真题 32 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本卷1次·真题 32 句

aid B1

n. 帮助

本卷1次·真题 31 句

infant B2

n. 婴儿

本卷1次·真题 31 句

item A2

n. 项目

本卷1次·真题 31 句

participate B1

v. 参加

本卷1次·真题 31 句

recognition B2

n. 认可

本卷1次·真题 31 句

stage A2

n. 阶段

本卷1次·真题 31 句

embrace B2

v. 拥抱

本卷1次·真题 30 句

expose B2

v. 使暴露

本卷1次·真题 30 句

transform B2

v. 使彻底改变;使转变

本卷1次·真题 30 句

entirely B1

adv. 完全地

本卷1次·真题 29 句

meanwhile B1

adv. 与此同时

本卷1次·真题 29 句

closely B1

adv. 紧密地

本卷1次·真题 28 句

competitive B2

adj. 竞争的

本卷1次·真题 28 句

propose B1

v. 提议

本卷1次·真题 28 句

chronic B2

adj. (疾病) 慢性的, 长期的

本卷1次·真题 27 句

curriculum B2

n. 课程

本卷1次·真题 27 句

facility B2

n. 设施

本卷1次·真题 27 句

sacrifice B2

n. 牺牲

本卷1次·真题 27 句

urge B2

v. 敦促

本卷1次·真题 27 句

freedom B1

n. 自由

本卷1次·真题 26 句

persuade B1

v. 说服

本卷1次·真题 26 句

beginning A1

n. 开始

本卷1次·真题 25 句

behave B1

v. 表现, 举止

本卷1次·真题 25 句

destination B1

n. 目的地

本卷1次·真题 25 句

contrast B2

n. 对比

本卷1次·真题 24 句

observation B2

n. 观察

本卷1次·真题 24 句

payment B1

n. 支付

本卷1次·真题 24 句

distinguish B2

v. 区分

本卷1次·真题 23 句

route B1

n. 路线

本卷1次·真题 23 句

export B1

v. 出口, 输出 (商品到国外)

本卷1次·真题 22 句

calm B1

adj. 平静的

本卷1次·真题 21 句

capable B1

adj. 有能力的

本卷1次·真题 21 句

detect B2

v. 发现，察觉（难以察觉的事物）

本卷1次·真题 21 句

diminish C1

v. 减少

本卷1次·真题 21 句

emphasize B2

v. 强调

本卷1次·真题 21 句

actual B1

adj. 真实的

本卷1次·真题 20 句

creation B2

n. 创造

本卷1次·真题 20 句

sample B1

n. 样品

本卷1次·真题 20 句

grocery B1

n. 食品杂货

本卷1次·真题 19 句

inevitable B2

adj. 必然发生的

本卷1次·真题 19 句

obviously B1

adv. 显然,明显地

本卷1次·真题 19 句

accomplish B2

v. 完成，实现（任务、目标）

本卷1次·真题 18 句

adequate B2

adj. 足够的，充分的

本卷1次·真题 18 句

emphasis B2

n. 强调

本卷1次·真题 18 句

expansion B2

n. 扩张

本卷1次·真题 18 句

intense B2

adj. 强烈的

本卷1次·真题 18 句

reduction B2

n. 减少

本卷1次·真题 18句

dominate B2

v. 控制

本卷1次·真题 17句

unusual B1

adj. 不寻常的

本卷1次·真题 17句

brief B1

adj. 简短的;短暂的

本卷1次·真题 16句

consist B2

v. 由...组成

本卷1次·真题 16句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16句

distinction B2

n. 区别

本卷1次·真题 16句

entertainment B1

n. 娱乐活动

本卷1次·真题 16句

reaction B1

n. 反应

本卷1次·真题 16句

absorb B2

v. 吸收 (液体、气体等)

本卷1次·真题 15句

breed B2

v. 繁殖

本卷1次·真题 15句

commission B2

n. 佣金

本卷1次·真题 15句

discrimination C1

n. 歧视

本卷1次·真题 15句

distinct B2

adj. 清晰的

本卷1次·真题 15句

input B1

n. 输入的信息、数据

本卷1次·真题 15句

physician B2

n. 医生

本卷1次·真题 15句

promising B2

adj. 有希望的

本卷1次·真题 15句

symptom B2

n. 症状

本卷1次·真题 15句

totally B1

adv. 完全地

本卷1次·真题 15句

alien B2

adj. 外国的

本卷1次·真题 14句

artistic B2

adj. 艺术的

本卷1次·真题 14句

engaged B1

adj. 忙碌的

本卷1次·真题 14句

honor B2

n. 荣誉

本卷1次·真题 14句

integrate C1

v. 使融入

本卷1次·真题 14句

pain A2

n. 疼痛

本卷1次·真题 14句

passionate B2

adj. 热情的

本卷1次·真题 14句

plus A2

prep. 加, 加上

本卷1次·真题 14句

precisely B2

adv. 精确地, 准确地

本卷1次·真题 14句

substance B2

n. 物质

本卷1次·真题 14句

syndrome C1

n. 综合征

本卷1次·真题 14句

experimental B2

adj. 实验的

本卷1次·真题 13句

roughly B1

adv. 大约, 大概

本卷1次·真题 13句

slowly B1

adv. 缓慢地

本卷1次·真题 13 句

agent B2

n. 代理人

本卷1次·真题 12 句

collapse B2

v. 倒塌, 坍塌

本卷1次·真题 12 句

comprehension B2

n. 理解力

本卷1次·真题 12 句

derive B2

v. 获得

本卷1次·真题 12 句

discount B1

n. 折扣; 减价

本卷1次·真题 12 句

disrupt C1

v. 扰乱; 中断

本卷1次·真题 12 句

dominant C1

adj. 占主导地位的

本卷1次·真题 12 句

excitement B1

n. 兴奋

本卷1次·真题 12 句

merely B2

adv. 仅仅, 只不过

本卷1次·真题 12 句

mineral B1

n. 矿物

本卷1次·真题 12 句

printer A2

n. 打印机

本卷1次·真题 12 句

retire B1

v. 退休

本卷1次·真题 12 句

comedy B1

n. 喜剧 (作品)

本卷1次·真题 11 句

handful B1

n. 一把; 少量

本卷1次·真题 11 句

initiate C1

v. 开始

本卷1次·真题 11 句

instantly B1

adv. 立即, 马上
本卷1次·真题 11句

negotiate B2

v. 谈判
本卷1次·真题 11句

specialist B2

n. 专家
本卷1次·真题 11句

attraction B1

n. 吸引力
本卷1次·真题 10句

organism B2

n. 生物
本卷1次·真题 10句

utilize B2

v. 使用, 利用
本卷1次·真题 10句

bacteria B2

n. 细菌
本卷1次·真题 9句

ceremony B2

n. 典礼
本卷1次·真题 9句

deadly B2

adj. 致命的
本卷1次·真题 9句

isolation B2

n. 隔离
本卷1次·真题 9句

corn A2

n. 玉米
本卷1次·真题 8句

generous B1

adj. 慷慨的, 大方的
本卷1次·真题 8句

melody B2

n. 旋律, 曲调
本卷1次·真题 8句

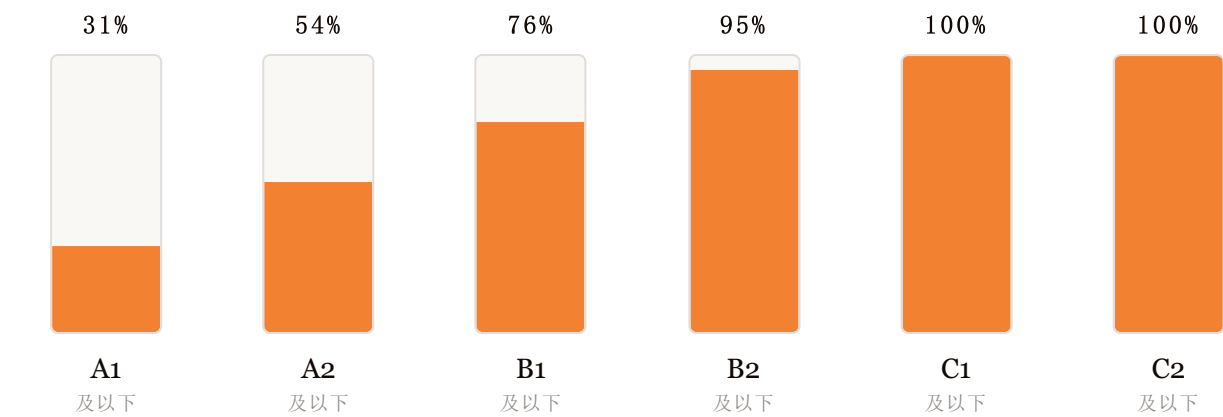
ok A1

adj. 可以的
本卷1次·真题 8句

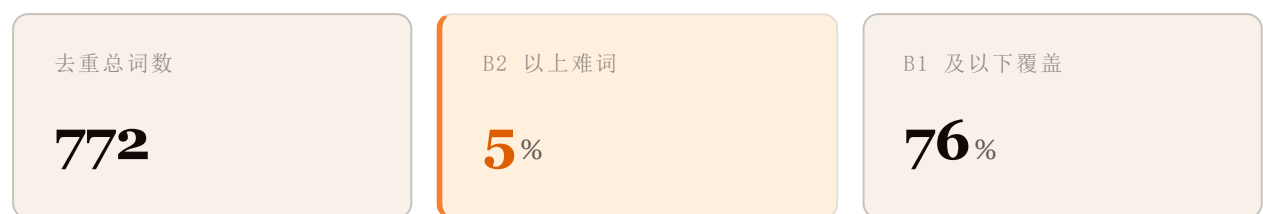
VOCABULARY • 词汇难度分布

全卷录音原文 772 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **772** 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, 本卷共 39 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全卷录音原文去重词 772 个 · 末柱为 100%



英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套 英语六级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS • 选词填空题和解析

选词填空题和解析·26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2015年6月·第2套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、4 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2015-06)·六级

Part III Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

"That which does not kill us makes us stronger." But parents can't handle it when teenagers put this 26 into practice. Now technology has become the new field for the age-old battle between adults and their freedom-seeking kids.

"杀不死我们的,会让我们更强大。"但当青少年将这一哲学付诸实践时,父母却无法接受。如今,技术已成为成年人与追求自由的孩子之间这场古老战争的新战场。

Locked indoors, unable to get on their bicycles and hang out with their friends, teens have turned to social media and their mobile phones to socialize with their peers. What they do online often 27 what they might otherwise do if their mobility weren't so heavily 28 in the age of helicopter parenting. Social media and smart-phone apps have become so popular in recent years because teens need a place to call their own. They want the freedom to 29 their identity and the world around them. Instead of 30 out, they jump online.

被锁在室内,无法骑自行车出去和朋友们聚会,青少年转向社交媒体和手机与同龄人社交。他们在网上做的事情往往反映了如果他们的行动自由在直升机式育儿时代没有受到如此严重限制时可能会做的事情。社交媒体和智能手机应用程序近年来变得如此流行,是因为青少年需要一个属于自己的空间。他们想要自由地探索自己的身份和周围的世界。他们不是偷偷溜出去,而是跳到网上。

As teens have moved online, parents have projected their fears onto the Internet, imagining all the 31 dangers that youth might face—from 32 strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives.

随着青少年转移到网上,父母将他们的恐惧投射到互联网上,想象青少年可能面临的所有潜在危险——从暴力陌生人到残忍的同龄人,再到可能在Google上困扰他们一生的图片或文字。

Rather than helping teens develop strategies for negotiating public life and the risks of 33 with others, fearful parents have focused on tracking, monitoring and blocking. These tactics(策略) don't help teens develop the skills they need to manage complex social situations, 34 risks and get help when they're in trouble. "Protecting" kids may feel like the right thing to do, but it 35 the learning that teens need to do as they come of age in a technology-soaked world.

与其帮助青少年制定策略来应对公共生活和与他人互动的风险,焦虑的父母专注于追踪、监控和屏蔽。这些策略无助于青少年发展他们管理复杂社交情境、评估风险以及在遇到麻烦时寻求帮助所需的技能。"保护"孩子可能感觉是正确的做法,但它削弱了青少年在这个技术浸透的世界中成年时需要进行的学习。

- | | |
|-------------------|---------------|
| A) assess | I) mirrors |
| B) constrained | J) philosophy |
| C) contains | K) potential |
| D) explore | L) sneaking |
| E) influence | M) sticking |
| F) interacting | N) undermines |
| G) interpretation | O) violent |
| H) magnified | |

26. But parents can't handle it when teenagers put this (26) into practice.

【答案】 **J) philosophy** (名词)

【词性槽】 限定词 this + 空 + 介词短语, 作动词 put 的宾语

【依据】 **this 回指开篇格言——它正是一条人生信条**

this 回指上一句 That which does not kill us makes us stronger., 而"杀不死你的让你更强"恰是尼采式的人生信条/哲学, 所以 this philosophy = 这条信条, 与 put...into practice (付诸实践) 搭配自然。

【竞争词】 G) interpretation interpretation 是"对某物的解释", 不能直接指代格言本身

interpretation 通常说 the interpretation of X (对 X 的解读), 指的是"解释、阐释"这个动作或结果, 而上句给出的本身就是一句箴言、不是对箴言的解读, 因此 this interpretation 在指代上断链。

27. What they do online often __(27)__ what they might otherwise do if their mobility weren't so heavily __(28)__ in the age of helicopter parenting.

【答案】 **I) mirrors** (动词)

【词性槽】 主语 What they do online + 空 + 宾语 what they might otherwise do, 缺第三人称单数谓语

【依据】 线上行为"映照"出他们本会做的线下事——主旨级动词

本段主题是"青少年因 mobility 被限制, 转向线上社交", 紧接着说他们在网上做的事 often __(27)__ what they might otherwise do if their mobility weren't so heavily __(28)__ ——即"反映/映照"出他们本来若能自由活动会做的事。mirror (如镜子般反映) 正是此义, 与全篇"线上是线下的镜像"的论证逻辑高度自治。

【竞争词】 c) contains

contains 是"包含/容纳", 逻辑反了——线上行为不可能"包含"假设语境下的本会做的行为 contain 的宾语应是被涵盖的子集; 但本句宾语 what they might otherwise do 是与线上并列的另一种行为, 二者是"映射"关系不是"包含"关系。

N) undermines

undermines 是"削弱、破坏", 感情色彩负面, 与本句中性陈述"行为对应关系"不合

线上行为"破坏"线下本会做的行为, 逻辑不通; 且本段尚未进入"批评家长"的负面段落, N 留给末段 35 题更贴。

【易错】 最具迷惑性的错误词是 C) —— contains 表面满足三单 + 名词从句宾语, 但搞错了主宾关系。What they do online often __(27)__ what they might otherwise do: 主宾是"映照"不是"包含", contains 把映射关系错读成集合关系。防坑: 动词空先给主宾关系命名 (mirror/contain/undermine 互斥), 再去词库挑词。

28. if their mobility weren't so heavily __(28)__ in the age of helicopter parenting.

【答案】 **B) constrained** (动词)

【词性槽】 weren't so heavily __, 副词后 + be 动词后 → 过去分词或形容词

【依据】 mobility being constrained = 行动受限——与上文 Locked indoors 主题闭环

上文 Locked indoors, unable to get on their bicycles and hang out with their friends 已经摆明孩子的行动被困; 本句用虚拟语气说"若他们的行动 mobility 没被这样大幅约束", constrained (受限的) 正是 mobility 这个抽象名词的招牌搭配。

【竞争词】 H) magnified magnified mobility 语义反——"行动被放大"在此语境完全不通

magnify 是"放大、增强", 与本段"行动被困"的主线完全相反; 且家长式监护是限制 mobility 而非扩大它。

29. They want the freedom to __(29)__ their identity and the world around them.

【答案】 **D) explore** (动词)

【词性槽】 the freedom to + 空 + 名词宾语, to 后必须是动词原形

【依据】 **explore one's identity 是青少年成长经典短语——探索自我与世界**

本句讲青少年要"自己的地盘" teens need a place to call their own, 紧跟着说他们想要 the freedom to explore their identity and the world around them (探索自我身份与周围世界的自由)——这恰是青少年自我认同建构的核心命题, 与全文"放手让孩子成长"的主题完全合拍。

【竞争词】 **E) influence influence the world 虽可搭, 但搭 identity 别扭, 且与"自由"语义错位**

influence their identity 不是地道表达——身份是被探索/塑造的, 不是被"影响"的; 且"想要影响身份和世界"在 freedom (自由) 一词下显得过于宏大、与本段"建身份、找归属"的语境不齐。

30. Instead of __(30)__ out, they jump online.

【答案】 **L) sneaking** (动词)

【词性槽】 Instead of + 空 + 副词 out, 介词后接动名词

【依据】 **sneak out = 偷溜出门, 呼应上段"骑车出门"对照"上网"**

上文 Locked indoors, unable to get on their bicycles and hang out with their friends 与下文 they jump online 构成"线下偷溜出去玩 vs 线上社交"的对照——孩子无法实地出门, 于是上网代替; sneak out (偷偷溜出去) 正是青少年瞒着家长出门的经典动作, 与本段"自由 vs 直升机式家长"的主题严丝合缝。

【竞争词】 **M) sticking stick out = 伸出/突出, 不指"出门"**

stick out 多表"伸出去、显眼", 与"出门玩"的语义无关; 与上文 hang out with their friends 的"出门会友"也对不上。

31. imagining all the __(31)__ dangers that youth might face

【答案】 **K) potential** (形容词)

【词性槽】 all the + 空 + 复数名词 dangers, 作前置定语

【依据】 家长"想象"的是尚未发生、潜在的危险

本句 parents have projected their fears onto the Internet, imagining all the __(31)__ dangers that youth might face 中, 动词 imagining 和情态 might face 双双暗示这些危险"可能存在但未必发生", 与 potential dangers (潜在的危险) 逻辑严丝合缝。

【竞争词】 H) magnified magnified 偏"被夸大的", 与本句客观陈述"想象潜在危险"的中性语气不合

magnified dangers 暗含作者评价"这些危险被家长夸大了", 但本句作者只是描述家长在脑补, 未直接评价是否夸大; 且 might face 已把"潜在"语义占满, 再叠加"被放大"逻辑冗余。

【易错】 最具迷惑性的错误词是 H) —— magnified 词义看着也沾边, 会被"家长夸大"的常识引诱。imagining all the __(31)__ dangers that youth might face: might face 已经把"潜在"语义占满, 再加 magnified 逻辑冗余、且作者并未在此句直接做"夸大"评价。防坑: 抓 might/imagining 这类情态/猜想信号 → potential。

32. from __(32)__ strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives.

【答案】 **O) violent** (形容词)

【词性槽】 from + 空 + 名词 strangers, 作前置定语

【依据】 与 cruel peers 并列负面色彩——暴力的陌生人

本段在罗列家长对网络的恐惧 imagining all the __(31)__ dangers that youth might face, 并列项 cruel peers (残忍的同伴) 已定下"危险"基调, violent strangers (暴力的陌生人) 与之色彩齐平, 自然构成家长担心的几种威胁之一。

33. Rather than helping teens develop strategies for negotiating public life and the risks of __ (33) __ with others

【答案】 **F) interacting** (动词)

【词性槽】 介词 of + 空 + with, 介词后只能接动名词

【依据】 **interact with 是固定搭配——与他人互动**

interact 天然搭 with (与某人互动); 本句讲青少年应学会"协商公共生活、应对与他人交往的风险", the risks of interacting with others (与他人互动的风险) 语义贴切, 与上文 socialize with their peers 主题一脉相承。

【竞争词】 **L) sneaking sneaking 常搭 out/in/around, 不搭 with others**

sneak out (偷溜出去) 是固定搭配 (见 30 题), 但 sneak with sb. 不是英语习惯表达; 且"与他人偷偷摸摸"与本段讨论"公共生活互动风险"的主题完全不沾。

M) sticking stick with 虽是搭配, 但义为"坚持/不离开", 与"risks"语义冲突

stick with sb. 多表"和某人分开/坚持站在某人一边", 并不暗含可冒出 risks 的不确定互动; 本句要的是"社交互动"的中性义, 正中 interacting with others。

34. These tactics(策略) don't help teens develop the skills they need to manage complex social situations, __ (34) __ risks and get help when they're in trouble.

【答案】 **A) assess** (动词)

【词性槽】 并列动词原形——the skills they need to manage..., __ (34) __, and get help

【依据】 **assess risks = 评估风险, 是固定搭配**

assess risks (评估风险) 是英语里最常见的搭配之一; 本段讲青少年应学会 manage social situations、assess risks、get help——三动作层层递进: 判断局面、评估风险、寻求帮助, 逻辑链条完美。

【竞争词】 **C) contains**

contain risks 偏"遏制风险", 与 get help 的层次断裂; 且形态是第三人称单数, 不能与原形 manage/get 并列

contain 作"遏制"时确实可搭 risks, 但语义偏向"控制住已发生的风险", 与本段教青少年"识别和应对"的成长教育语义不齐; 且 contains 是第三人称单数, 与并列项 manage/get 形态不一致, 语法上直接出局。

E) influence influence risks 不是英语习惯搭配

influence 多搭 people/decision/outcome, 搭 risks 既不固定也语义不顺; 本段也未谈"影响风险"。

35. "Protecting" kids may feel like the right thing to do, but it __(35)__ the learning that teens need to do as they come of age in a technology-soaked world.

【答案】 **N) undermines** (动词)

【词性槽】 主语 it (单数) + 空 + 宾语 the learning, 缺第三人称单数谓语

【依据】 但实际上"保护"在暗中削弱孩子的学习历练——与 but 的转折正负相对

前半句说"保护看起来像在做对的事", but 之后必须给出反面评价; undermine the learning (暗中削弱学习历练) 正是作者的核心论点——过度保护剥夺了孩子在现实中练习独立的机会, 与 overview 主旨完全相合。

WORD BANK • 词库分类表

15 个候选词 · 词性与词义

选词填空文后的共享词库共 **15** 个词 (A-O), 为 10 个空各选一个、每词最多用一次。
下面给出每个词的词性与中文词义; 标注「用于第 N 空」的 10 个为答案, 其余 5 个为干扰词。

A) **assess** (动词)

评估、评定 (风险/价值)

用于第 34 空

B) **constrained** (动词) (形容词)

受限的、被约束的 (constrain 的过去分词, 可作被动谓语或形容词)

用于第 28 空

C) **contains** (动词)

包含、容纳; 遏制 (第三人称单数)

干扰词 • 未选用

D) **explore** (动词)

探索、探究

用于第 29 空

E) **influence** (动词) (名词)

影响

干扰词 • 未选用

F) **interacting** (动词) (名词)

互动、交往 (interact 的动名词/现在分词)

用于第 33 空

G) **interpretation** (名词)

解释、阐释

干扰词 • 未选用

H) **magnified** (动词) (形容词)

放大的、夸大的 (magnify 的过去分词)

干扰词 • 未选用

I) **mirrors** 动词 名词

反映、映照（第三人称单数）；镜子

用于第 27 空

J) **philosophy** 名词

哲学、人生信条

用于第 26 空

K) **potential** 形容词 名词

潜在的；潜力

用于第 31 空

L) **sneaking** 动词 名词

偷偷溜出/进（sneak 的动名词/现在分词）

用于第 30 空

M) **sticking** 动词 名词

粘住、坚持（stick 的动名词/现在分词）

干扰词 · 未选用

N) **undermines** 动词

暗中破坏、削弱（第三人称单数）

用于第 35 空

O) **violent** 形容词

暴力的、凶残的

用于第 32 空

全文主旨

家长过度保护反而妨碍青少年成长

全文围绕一个矛盾展开：青少年需要在网络空间里像过去在街头那样探索身份、与同伴互动；而家长把恐惧投射到互联网上，靠跟踪、监控、屏蔽来“保护”孩子，反而剥夺了他们成长所需的历练。开篇引用 That which does not kill us makes us stronger. 给全文定调——苦难能让人变强，但家长偏偏接受不了孩子把这条信条 put this __(26)__ into practice 付诸实践；末段 "Protecting" kids may feel like the right thing to do, but it __(35)__ the learning that teens need to do as they come of age in a technology-soaked world. 把这层批评点破。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

C) **contains** 最像 27 题答案——同为第三人称单数、宾语也常是 what 从句

27 题 What they do online often __(27)__ what they might otherwise do... 表面看 contains (包含) 也是三单动词、可带宾语从句; 但主语"线上行为"与宾语"假设下的线下行为"是"映照"关系而非"包含"关系。识破法: 在心里先给主-宾命名一种关系, 再到词库找同名动词。

E) **influence** 最像 29 题答案——influence 也是常见及物动词且能搭 world

29 题 the freedom to __(29)__ their identity and the world around them. 处 influence the world 表面通顺; 但 influence identity 不是地道搭配, 且"自由去影响身份和世界"在青少年话题里语气过大。识破法: 宾语 identity 的招牌搭配是 explore, 不是 influence。

G) **interpretation**

最像 26 题答案——同为纯名词, 与 this/put...into practice 在语法上也接得住

26 题 put this __(26)__ into practice 处 interpretation 词性、搭配看着都不违和; 陷阱在 this 的回指——上句给的是"格言"本身, 不是"对格言的解读"。识破法: this + 名词, 先回指找对象, 对象是箴言/信条就选 philosophy, 对象是"解读/说法"才选 interpretation。

H) **magnified** 最像 31 题答案——同为形容词, 且"被夸大的危险"听上去就有家长情绪

31 题 imagining all the __(31)__ dangers that youth might face 处 magnified dangers 听起来像在批评"危险被家长夸大"; 但本句 might face 已经把语义锁在"潜在", 再叠加"被放大"逻辑冗余, 作者也未在此句直接评价是否夸大。识破法: 抓 might/could/may 这类情态信号, 那是 potential 的近邻信号。

M) **sticking** 最像 30 题答案——也能与 out 搭配 (stick out), 形似 sneak out

30 题 Instead of __(30)__ out, they jump online. 处 sticking out 形似 sneaking out, 且都是 -ing 形式; 陷阱在 stick out 意为"伸出/突出", 与"出门会友"无关。识破法: 上文 hang out with their friends 给的是"出门"主题, 词库里同主题的只有 sneak out。

SENTENCE INSIGHTS • 句子精讲

2 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。

"That which does not kill us makes us stronger."

第1段，第1句

定语从句修饰指示代词、使役动词带宾语补足语、定语从句嵌入主语内部，这些都是考试中高频出现的句式。句子结构紧凑、层次清晰，是主从复合句的经典范例，掌握后可以迁移到大量类似句型。

Instead of sneaking out, they jump online.

第2段，第5句

涵盖主语、谓语、方式状语 ("online") 和对比状语 ("Instead of sneaking out")，成分种类较基础但包含介词短语作状语的常见结构，适合初学者练习状语识别和介词短语分析，但无宾语、定语、补语等其他核心成分，覆盖面有限

HIGH-FREQUENCY • 真题高频词

本篇出现的 **33** 个英语六级真题高频词

下列单词既在本篇英文短文中出现，又是 **英语六级** 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。

teen A2

n. 青少年

本篇6次 · 真题 41 句

online A2

adj. 在线的

本篇3次 · 真题 139 句

risk A2

n. 风险

本篇2次 · 真题 167 句

medium B1

adj. 中等的

本篇2次 · 真题 98 句

peer B2

n. 同龄人

本篇2次 · 真题 62 句

focus B1

n. 重点

本篇1次 · 真题 200 句

learning A1

n. 学习

本篇1次·真题 128 句

project A2

n. 项目

本篇1次·真题 116 句

potential B2

adj. 潜在的

本篇1次·真题 92 句

internet A2

n. 互联网

本篇1次·真题 63 句

strategy B2

n. 策略

本篇1次·真题 63 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 61 句

explore B1

v. 探索

本篇1次·真题 52 句

track A2

n. 小路

本篇1次·真题 48 句

identity B2

n. 身份

本篇1次·真题 39 句

interact B2

v. 相互作用

本篇1次·真题 37 句

app B1

n. 应用程序

本篇1次·真题 36 句

otherwise B2

adv. 否则, 不然

本篇1次·真题 33 句

handle A2

v. 处理

本篇1次·真题 32 句

assess B2

v. 评估

本篇1次·真题 30 句

battle B1

n. 战斗

本篇1次·真题 29 句

freedom B1

n. 自由

本篇1次·真题 26 句

unable

A2

adj. 不能的

本篇1次·真题 24 句

mobile

B1

adj. 可移动的

本篇1次·真题 22 句

mobility

B2

n. 移动能力

本篇1次·真题 21 句

heavily

B1

adv. 大量地

本篇1次·真题 18 句

youth

A2

n. 青年时期

本篇1次·真题 15 句

philosophy

B2

n. 哲学

本篇1次·真题 12 句

block

A2

n. 街区

本篇1次·真题 11 句

negotiate

B2

v. 谈判

本篇1次·真题 11 句

parenting

B1

n. 养育子女

本篇1次·真题 11 句

socialize

B2

v. 社交

本篇1次·真题 10 句

tactics

B2

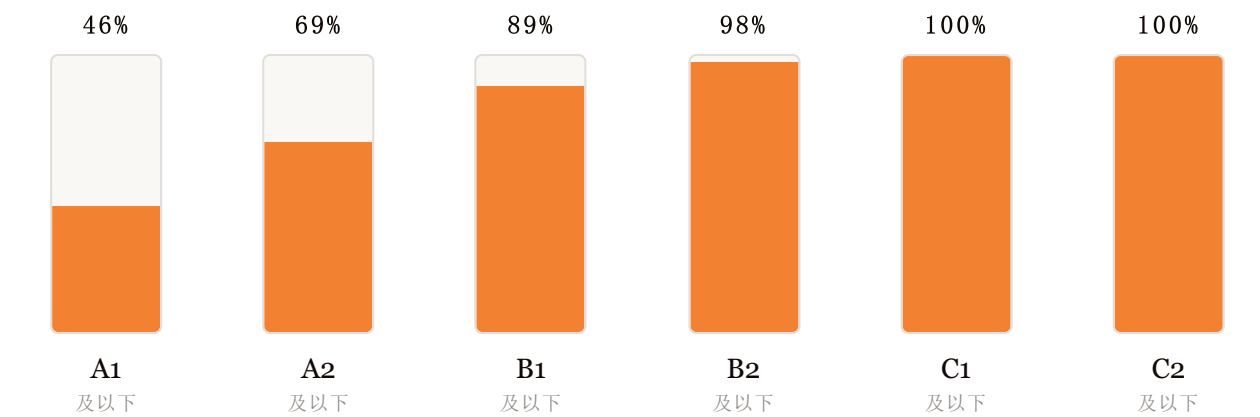
n. 战术

本篇1次·真题 10 句

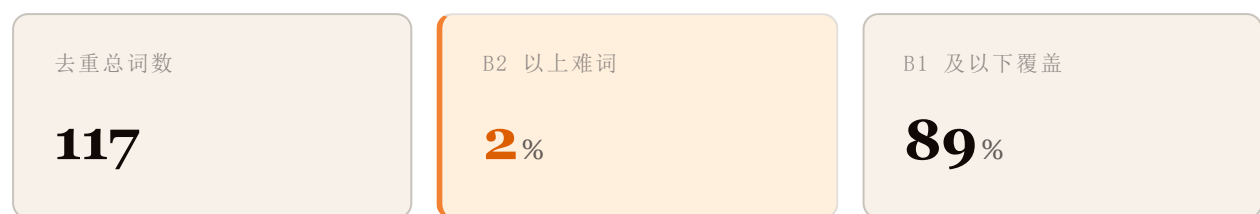
VOCABULARY • 词汇难度分布

全文 117 词按 CEFR 难度累积覆盖

带空短文去重后共 117 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 2 个·约 2%。



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 117 个 · 末柱为 100%



英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS · 信息匹配题和解析

信息匹配题和解析 · 36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2015年6月·第2套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 17 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2015-06) · 六级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Inequality Is Not Inevitable

A) A dangerous trend has developed over this past third of a century. A country that experienced shared growth after World War II began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the division that had come to define the American economic landscape. How did this "shining city on a hill" become the advanced country with the greatest level of inequality?

在过去的三分之一世纪里,一种危险的趋势已经形成。一个在二战后经历了共同增长的国家开始崩离析,以至于当2007年末大衰退来袭时,人们再也无法忽视那种已经开始定义美国经济格局的分裂。这座"山巅之城"是如何成为不平等程度最高的发达国家的?

B) Over the past year and a half, The Great Divide, a series in The New York Times, has presented a wide range of examples that undermine the notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st. We don't need to have this much inequality in America.

在过去的一年半里,《纽约时报》的系列报道《巨大的鸿沟》展示了大量实例,这些实例削弱了关于资本主义存在任何真正基本规律的观念。19世纪帝国资本主义的动态机制不必适用于21世纪的民主国家。我们不需要在美国有这么严重的不平等。

C) Our current brand of capitalism is a fake capitalism. For proof of this go back to our response to the Great Recession, where we socialized losses, even as we privatized gains. Perfect competition should drive profits to zero, at least theoretically, but we have monopolies making persistently high profits.

C.E.O.s enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity.

我们目前这种类型的资本主义是一种虚假的资本主义。要证明这一点,可以回顾我们对大衰退的应对,在那场危机中我们将损失社会化,同时却将收益私有化。完全竞争理论上应该使利润降至零,但我们却有垄断企业持续获得高额利润。首席执行官们享受的收入平均是普通工人的295倍,这一比率远高于过去,却没有任何证据表明生产率有相应的提高。

- D) If it is not the cruel laws of economics that have led to America's great divide, what is it? The straightforward answer: our policies and our politics! People get tired of hearing about Scandinavian success stories, but the fact of the matter is that Sweden, Finland and Norway have all succeeded in having about as much or faster growth in per capita(人均的) incomes than the United States and with far greater equality.

如果不是残酷的经济规律导致了美国的巨大鸿沟,那是什么呢?直截了当的答案是:我们的政策和我们的政治!人们厌倦了听到关于斯堪的纳维亚成功故事的说法,但事实是瑞典、芬兰和挪威在人均收入增长方面都达到了与美国相当或更快的速度,而且平等程度要高得多。

- E) So why has America chosen these inequality-enhancing policies? Part of the answer is that as World War II faded into memory, so too did the solidarity it had created. As America triumphed in the Cold War, there didn't seem to be a real competitor to our economic model. Without this international competition, we no longer had to show that our system could deliver for most of our citizens.

那么为什么美国选择了这些加剧不平等的政策呢?部分答案是,随着二战在记忆中逐渐淡去,它所创造的团结也随之消散。当美国在冷战中获胜时,似乎不再有对我们经济模式的真正竞争者。没有了这种国际竞争,我们不再需要证明我们的制度能够为大多数公民带来好处。

- F) Ideology and interests combined viciously. Some drew the wrong lesson from the collapse of the Soviet system in 1991. The pendulum swung from much too much government there to much too little here. Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself.

意识形态和利益恶性结合。有些人从1991年苏联体制的崩溃中吸取了错误的教训。钟摆从那里的政府管得太多摆向了这里的政府管得太少。企业利益集团主张取消监管,即使这些监管在保护和改善我们的环境、安全、健康以及经济本身方面做出了如此大的贡献。

- G) But this ideology was hypocritical(虚伪的). The bankers, among the strongest advocates of laissez-faire(自由放任的) economics, were only too willing to accept hundreds of billions of dollars from the government in the aid programs that have been a recurring feature of the global economy since the beginning of the Thatcher-Reagan era of "free" markets and deregulation.

但这种意识形态是虚伪的。银行家们作为自由放任经济学最强有力的拥护者之一,却非常乐意接受政府数千亿美元的援助,这些援助计划自Thatcher-Reagan时代的"自由"市场和放松管制开始以来就一直是全球经济的常见特征。

- H) The American political system is overrun by money. Economic inequality translates into political inequality, and political inequality yields increasing economic inequality. So corporate welfare increases as we reduce welfare for the poor. Congress maintains subsidies for rich farmers as we cut back on nutritional support for the needy. Drug companies have been given hundreds of billions of dollars as we limit Medicaid benefits. The banks that brought on the global financial crisis got billions while a tiny bit went to the homeowners and victims of the same banks' predatory(掠夺性的)

lending practices. This last decision was particularly foolish. There were alternatives to throwing money at the banks and hoping it would circulate through increased lending.

美国的政治体系被金钱主导。经济不平等转化为政治不平等,而政治不平等又产生日益加剧的经济不平等。因此,在我们削减对穷人的福利时,企业福利却在增加。国会在削减对贫困者营养支持的同时,为富裕农民保留补贴。在我们限制Medicaid福利的同时,制药公司已经获得了数千亿美元。引发全球金融危机的银行获得了数十亿美元,而只有极少一部分流向了房主和这些银行掠夺性贷款行为的受害者。最后这个决定尤其愚蠢。除了向银行投钱并寄希望于通过增加贷款来流通资金之外,还有其他选择。

- I) Our divisions are deep. Economic and geographic segregation has immunized those at the top from the problems of those down below. Like the kings of ancient times, they have come to perceive their privileged positions essentially as a natural right.

我们的分裂很深。经济和地理上的隔离使那些位于顶层的人对底层人们的问题免疫。就像古代的国王一样,他们已经开始将自己的特权地位本质上视为一种自然权利。

- J) Our economy, our democracy and our society have paid for these gross inequalities. The true test of an economy is not how much wealth its princes can accumulate in tax havens(庇护所), but how well off the typical citizen is. But average incomes are lower than they were a quarter-century ago. Growth has gone to the very, very top, whose share has almost increased four times since 1980. Money that was meant to have trickled(流淌) down has instead evaporated in the agreeable climate of the Cayman Islands.

我们的经济、民主和社会都为这些严重的不平等付出了代价。检验一个经济体的真正标准不是其王公贵族能在避税天堂积累多少财富,而是普通公民的生活水平如何。但平均收入低于25年前的水平。增长流向了最顶层的极少数人,他们的份额自1980年以来几乎增加了四倍。本应向下流淌的资金却在开曼群岛宜人的气候中蒸发了。

- K) With almost a quarter of American children younger than 5 living in poverty, and with America doing so little for its poor, the deprivations of one generation are being visited upon the next. Of course, no country has ever come close to providing complete equality of opportunity. But why is America one of the advanced countries where the life prospects of the young are most sharply determined by the income and education of their parents?

美国近四分之一的5岁以下儿童生活在贫困中,而美国为其穷人所做的如此之少,一代人的贫困正在延续到下一代。当然,没有哪个国家曾经接近提供完全的机会平等。但为什么美国是发达国家中年轻人的生活前景最受其父母收入和教育水平严重决定的国家之一?

- L) Among the most bitter stories in The Great Divide were those that portrayed the frustrations of the young, who long to enter our shrinking middle class. Soaring tuitions and declining incomes have resulted in larger debt burdens. Those with only a high school diploma have seen their incomes decline by 13 percent over the past 35 years.

《巨大的鸿沟》中最令人痛心的故事是那些描绘年轻人挫折感的故事,他们渴望进入我们不断萎缩的中产阶级。飙升的学费和下降的收入导致了更大的债务负担。那些只有高中文凭的人在过去35年里收入下降了13%。

- M) Where justice is concerned, there is also a huge divide. In the eyes of the rest of the world and a significant part of its own population, mass imprisonment has come to define America—a country, it

bears repeating, with about 5 percent of the world's population but around a fourth of the world's prisoners.

在司法方面,也存在巨大的鸿沟。在世界其他地区和美国相当一部分本国民众眼中,大规模监禁已经成为美国的标志——值得重申的是,这个国家拥有世界约5%的人口,却拥有世界约四分之一的囚犯。

- N) Justice has become a commodity, affordable to only a few. While Wall Street executives used their expensive lawyers to ensure that their ranks were not held accountable for the misdeeds that the crisis in 2008 so graphically revealed, the banks abused our legal system to foreclose(取消赎回权) on mortgages and eject tenants, some of whom did not even owe money.

司法已经成为一种商品,只有少数人能够负担得起。当华尔街高管们利用他们昂贵的律师确保自己的队伍不必为2008年危机如此明显揭示的不当行为负责时,银行却滥用我们的法律体系来取消抵押品赎回权并驱逐租户,其中一些人甚至并不欠钱。

- O) More than a half-century ago, America led the way in advocating for the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Today, access to health care is among the most universally accepted rights, at least in the advanced countries. America, despite the implementation of the Affordable Care Act, is the exception. In the relief that many felt when the Supreme Court did not overturn the Affordable Care Act, the implications of the decision for Medicaid were not fully appreciated. Obamacare's objective—to ensure that all Americans have access to health care—has been blocked: 24 states have not implemented the expanded Medicaid program, which was the means by which Obamacare was supposed to deliver on its promise to some of the poorest.

半个多世纪前,美国在倡导1948年联合国通过的《世界人权宣言》方面发挥了带头作用。今天,获得医疗保健的权利是最普遍被接受的权利之一,至少在发达国家是这样。尽管实施了《平价医疗法案》,美国仍是例外。在许多因最高法院没有推翻《平价医疗法案》而感到宽慰时,该判决对Medicaid的影响并未得到充分理解。Obamacare的目标——确保所有美国人都能获得医疗保健——已被阻挡:24个州尚未实施扩大的Medicaid计划,而这正是Obamacare本应向一些最贫困人群兑现其承诺的手段。

- P) We need not just a new war on poverty but a war to protect the middle class. Solutions to these problems do not have to be novel. Far from it. Making markets act like markets would be a good place to start. We must end the rent-seeking society we have gravitated toward, in which the wealthy obtain profits by manipulating the system.

我们不仅需要一场新的扶贫战争,还需要一场保护中产阶级的战争。解决这些问题的方案不必是新颖的。远非如此。让市场像市场一样运作将是一个好的起点。我们必须终结我们已经倾向的寻租社会,在这种社会中,富人通过操纵体系来获取利润。

- Q) The problem of inequality is not so much a matter of technical economics. It's really a problem of practical politics. Inequality is not just about the top marginal tax rate but also about our children's access to food and the right to justice for all. If we spent more on education, health and infrastructure(基础设施), we would strengthen our economy, now and in the future.

不平等与其说是技术经济学的问题,不如说是实际政治的问题。不平等不仅仅关乎最高边际税率,还关乎我们孩子获得食物的机会以及所有人的司法权利。如果我们在教育、健康和基础设施上投入更多,我们将增强我们的经济,无论是现在还是未来。

陈述句与逐句解析

36. In theory, free competition is supposed to reduce the margin of profits to the minimum.

理论上,自由竞争应该将利润率降低到最低水平。

【答案】 C 段 (强锚点)

【锚点】 完美竞争与利润趋零

【定位】 Perfect competition should drive profits to zero, at least theoretically, but we have monopolies making persistently high profits.

至少在理论上,完美竞争应当把利润压到零,但我们这里却有垄断在持续赚取高额利润。

【改写】 In theory ↔ at least theoretically

状语同义

free competition ↔ Perfect competition

术语近义

reduce the margin of profits to the minimum ↔ drive profits to zero

程度降级

37. The United States is now characterized by a great division between the rich and the poor.

美国现在的特点是贫富之间存在巨大分化。

【答案】 A 段 (弱锚点)

【锚点】 美国贫富大分裂的现状描述

【定位】 A country that experienced shared growth after World War II began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the division that had come to define the American economic landscape.

一个二战后曾共享增长的国家开始撕裂,撕裂到当 2007 年末大衰退来临时,人们再也无法忽视那条已经定义了美国经济版图的分裂线。

【改写】 The United States is now characterized by a great division between the rich and the poor ↔

the division that had come to define the American economic landscape

define 与 be characterized by 互换

【辨邻】 I I段说Our divisions are deep, 看似贴近"贫富大分裂",但它只从顶层一侧讲分化(顶层免疫于底层困境、把特权当自然权利),并未做"美国整体被分裂所定义"的总览陈述,覆盖范围只是"分裂之深"的一面。

Our divisions are deep. Economic and geographic segregation has immunized those at the top from the problems of those down below.

38. America lacked the incentive to care for the majority of its citizens as it found no rival for its economic model.

美国缺乏关心其大多数公民的动力,因为它发现自己的经济模式没有竞争对手。

【答案】 E 段 (强锚点)

【锚点】 无对手便无照顾多数人的动力

【定位】 As America triumphed in the Cold War, there didn't seem to be a real competitor to our economic model. Without this international competition, we no longer had to show that our system could deliver for most of our citizens.

随着美国在冷战中获胜，似乎没有了与我们经济模式真正竞争的对手。没有了这种国际竞争，我们也就不再需要证明这套制度能让大多数公民受益。

【改写】 found no rival for its economic model ↔

there didn't seem to be a real competitor to our economic model

rival 同义 competitor

lacked the incentive to care for the majority of its citizens ↔

we no longer had to show that our system could deliver for most of our citizens

失去动力 ↔ 不再需要证明

39. The wealthy top have come to take privileges for granted.

富裕的上层阶级已经开始将特权视为理所当然。

【答案】 I 段（强锚点）

【锚点】 顶层把特权当理所当然

【定位】 Like the kings of ancient times, they have come to perceive their privileged positions essentially as a natural right.

如同古代的国王，他们已经把自己的优越地位本质上视作一种天然的权利。

【改写】 The wealthy top ↔ **those at the top**

省略与显化

take privileges for granted ↔ **perceive their privileged positions essentially as a natural right**

习语 ↔ 展开义

【辨邻】 J 段也讲顶层富人，但落点是“财富在避税天堂积累”“增长流向塔尖”这种行为与数据，并没有出现“把特权视为天然/理所当然”的心态描写。

The true test of an economy is not how much wealth its princes can accumulate in tax havens, but how well off the typical citizen is.

40. Many examples show the basic laws of imperial capitalism no longer apply in present-day America.

许多例子表明帝国资本主义的基本规律不再适用于当今的美国。

【答案】 B 段（强锚点）

【锚点】 帝国资本主义规律不再适用

【定位】 The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st.

19 世纪帝国资本主义的那套运行规律，未必适用于 21 世纪的民主国家。

【改写】 Many examples show ↔ **has presented a wide range of examples**

many ↔ a wide range of

the basic laws of imperial capitalism no longer apply in present-day America ↔

The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st

dynamics ↔ basic laws

41. The author suggests a return to the true spirit of the market.

作者建议回归市场的真正精神。

【答案】 **P** 段（强锚点）

【锚点】 回归真正的市场精神

【定位】 Making markets act like markets would be a good place to start.

让市场真的发挥市场的作用，将是一个好的开始。

【改写】 The author suggests a return to the true spirit of the market ↔

Making markets act like markets would be a good place to start

act like markets ↔ true spirit of the market

【辨邻】 **Q** Q段也是作者给建议的段，但落点是If we spent more on education, health and infrastructure，讲的是公共投入而不是"让市场像市场"，与陈述句的市场主张落点不同。

If we spent more on education, health and infrastructure, we would strengthen our economy, now and in the future.

42. A quarter of the world's prisoner population is in America.

世界上四分之一的囚犯人口在美国。

【答案】 **M** 段（强锚点）

【锚点】 四分之一世界囚犯在美国

【定位】 In the eyes of the rest of the world and a significant part of its own population, mass imprisonment has come to define America—a country, it bears repeating, with about 5 percent of the world's population but around a fourth of the world's prisoners.

在世界其他国家以及美国相当一部分本国民众眼中，大规模监禁已经成为美国的标签——这个国家，值得反复强调，拥有世界约 5% 的人口，却占据世界约四分之一的囚犯。

【改写】 A quarter of the world's prisoner population is in America ↔

about 5 percent of the world's population but around a fourth of the world's prisoners

quarter 与 a fourth 同值

43. Government regulation in America went from one extreme to the other in the past two decades.

在过去二十年里,美国的政府监管从一个极端走向了另一个极端。

【答案】 F 段 (强锚点)

【锚点】 政府监管从一极荡到另一极

【定位】 The pendulum swung from much too much government there to much too little here.

Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself.

钟摆从那边过多政府的一端, 荡到了这边政府过少的一端。企业利益主张取消各种监管, 哪怕这些监管曾大力保护并改善了我们的环境、安全、健康乃至经济本身。

【改写】 Government regulation in America ↔ Corporate interests argued for getting rid of regulations regulation 直接对应

from one extreme to the other ↔ from much too much government there to much too little here

钟摆比喻 ↔ 极端抽象

【辨邻】 G 段讲bankers, among the strongest advocates of laissez-faire economics, were only too willing to accept hundreds of billions of dollars from the government, 强调的是嘴上自由放任、实际接受政府救助的虚伪, 并未给出"从过度管到过度放任"这种两极摆动描写。

The bankers, among the strongest advocates of laissez-faire economics, were only too willing to accept hundreds of billions of dollars from the government in the aid programs

44. Justice has become so expensive that only a small number of people like corporate executives can afford it.

司法已经变得如此昂贵,以至于只有少数像企业高管这样的人才负担得起。

【答案】 N 段 (强锚点)

【锚点】 正义昂贵到只有企业高管买得起

【定位】 Justice has become a commodity, affordable to only a few. While Wall Street executives used their expensive lawyers to ensure that their ranks were not held accountable for the misdeeds that the crisis in 2008 so graphically revealed, the banks abused our legal system to foreclose on mortgages and eject tenants, some of whom did not even owe money.

正义已经变成一种商品, 只有少数人买得起。华尔街高管用他们昂贵的律师确保自己不必为2008年金融危机中暴露的劣行担责, 而银行则滥用法律体系强行收回房贷、驱赶租户, 其中有些人甚至并不欠款。

【改写】 Justice has become so expensive that only a small number of people ↔

Justice has become a commodity, affordable to only a few

商品 ↔ 贵到只有少数人买得起

corporate executives ↔ Wall Street executives

上位词替换

45. No country in the world so far has been able to provide completely equal opportunities for all.

迄今为止,世界上没有任何国家能够为所有人提供完全平等的机会。

【答案】 K 段 (强锚点)

【锚点】 无任何国家做到完全机会平等

【定位】 Of course, no country has ever come close to providing complete equality of opportunity.

当然, 没有任何一个国家曾接近做到完全的机会平等。

【改写】 No country in the world so far has been able to provide completely equal opportunities for all ↔

no country has ever come close to providing complete equality of opportunity

全称否定逐项对应

PARAGRAPH MAP • 段落主旨图

17 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」, 是逐句回扫定位的工作台。

A 开篇定调: 过去三十多年里, 二战后曾共享增长的美国走向撕裂, 到the Great Recession爆发时, 分化已经定义美国经济版图; 并以反问点题——美国为何成了不平等程度最高的发达国家。

信息指纹 山巅之城反差

B 用The Great Divide这一系列报道为引, 论证所谓资本主义的根本规律并非铁律: The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st, 美国不必有这么高的不平等。

信息指纹 帝国资本主义旧律失效

C 指出当下是a fake capitalism：本应使利润趋零的完全竞争被垄断打破，CEO 收入是普通工人的295 times，且看不到生产率的相应提升。

信息指纹 完美竞争理论与垄断现实

D 回答上一段的反问：把美国的撕裂归因于our policies and our politics，并以Sweden, Finland and Norway为例反证——它们人均收入增速不输甚至超过美国，却平等得多。

信息指纹 北欧反例

E 解释美国为何选择了加剧不平等的政策：随着二战的团结记忆淡去、冷战中美国胜出后there didn't seem to be a real competitor to our economic model，于是不再有压力去让经济模式惠及大多数公民。

信息指纹 失去对手便失去动力

F 讲意识形态与利益合流：the collapse of the Soviet system in 1991后，钟摆从苏联式过度政府荡到美国式过度放任，Corporate interests argued for getting rid of regulations，连保护环境、安全、健康的规制也被一并抛弃。

信息指纹 钟摆从一端荡向另一端

G 揭这套意识形态的虚伪：标榜laissez-faire的银行家，在金融救助中乐于接受政府数千亿美元援助，这套救助自the Thatcher-Reagan era of "free" markets and deregulation起反复上演。

信息指纹 自由放任口号下的政府救助

H 讲金钱对政治的渗透：经济不平等转化为政治不平等，政治不平等再加剧经济不平等；企业福利上升而穷人福利被削减，药企、银行受惠，普通房主与受害者仅得点滴。

信息指纹 钱政互转的恶性循环

I 讲分化之深：经济与地理隔离让顶层免疫于底层的困境，他们像the kings of ancient times那样，把特权视作a natural right。

信息指纹 古代国王般的天然特权感

J 用经济检验标准抨击不平等：真正的检验不是富豪在tax havens里能积累多少财富，而是普通公民的处境；平均收入比四分之一世纪前还低，增长流向了塔尖，财富在the Cayman Islands的宜人气候里蒸发。

信息指纹 财富在避税天堂蒸发

K 讲机会不平等的代际传递：近四分之一美国 5 岁以下儿童处于贫困，且承认no country has ever come close to providing complete equality of opportunity，但为何美国年轻人前途如此被父母收入与教育决定。

信息指纹 完全机会平等无国能达

L 讲年轻人困境：在缩小的中产阶级前挣扎，Soaring tuitions and declining incomes造成更重的债务负担；仅有高中学历者过去 35 年间收入下降了 13%。

信息指纹 学费飞涨与收入下滑

M 讲司法层面的撕裂：mass imprisonment已成为美国在世界眼中的标签——人口占世界约 5%，囚犯却占世界约四分之一。

信息指纹 5%人口对四分之一囚犯

N 讲司法成了商品：只有少数人买得起；Wall Street executives used their expensive lawyers逃避 2008 年危机的追责，而银行却滥用法律对房贷者foreclose甚至赶走并不欠款的租户。

信息指纹 司法作为可购商品

O 讲医疗权：美国曾领衔倡议the Universal Declaration of Human Rights，但在医疗这项普遍接受的权利上却成了例外；最高法院未推翻平价医疗法案后，对 Medicaid 的影响被忽视，24 states have not implemented the expanded Medicaid program，使其无法覆盖最贫困人群。

信息指纹 医保权与扩面落空

P 给出解决方向：不仅要重启反贫困战争，还要保卫中产；办法不必新，Making markets act like markets would be a good place to start，必须终结靠操纵体系牟利的rent-seeking society。

信息指纹 让市场像市场

Q 升华收尾：不平等不只是技术经济问题，更是实际政治问题；不只关边际税率，也关孩子的食物与人人享有正义的权利；加大教育、健康、基建投入将强化当下与未来的经济。

信息指纹 不平等是政治问题

SENTENCE INSIGHTS • 句子精讲

19 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。

A country that experienced shared growth after World WarII began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the division that had come to define the American economic landscape.

A段，第2句

本句体现了四六级和考研真题中的高频句式：主句带定语从句修饰主语、so...that 结果状语从句、when 时间状语从句嵌套、定语从句修饰抽象名词。这些结构在历史、经济、社会类长难句中反复出现，掌握后可大量复用，典型性很强。

For proof of this go back to our response to the Great Recession, where we socialized losses, even as we privatized gains.

C段，第2句

非限制性定语从句加嵌套状语从句的结构在四六级和考研阅读中非常常见，尤其是用 "where" 引导的定语从句和 "even as" 引导的对比状语从句，都是高频考点。掌握这类结构后，学生能够迁移到大量类似句子的分析中，实用性强。

If it is not the cruel laws of economics that have led to America's great divide, what is it?

D段，第1句

本句综合考查强调句识别、定语从句的主语功能、疑问句的倒装结构、主系表与主谓宾的区分。尤其强调句 "It is... that..." 结构易与其他句型混淆，是高频易错点，训练价值高。

As America triumphed in the Cold War, there didn't seem to be a real competitor to our economic model.

E段，第3句

As引导的时间或原因状语从句加主句是四六级和考研阅读中的常见句式，there seem to be结构也时有出现。整体句式具有一定代表性，学生掌握后可迁移到类似的状语从句 + 主句结构以及there be变体的识别，但句子本身复杂度不高，典型性中等偏上。

Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself.

F段，第4句

主句加让步状语从句的结构（尤其是 "even when" 引导的让步从句）在四六级和考研真题中较为常见，体现了对比或转折逻辑的典型表达方式。主句使用 "argue for + 动名词" 的搭配、从句使用过去完成时强调时间先后，均为考试中的高频句式。学习者掌握此类结构后可迁移至大量类似句型，具备较高的典型性和复用价值。

The bankers, among the strongest advocates of laissez-faire(自由放任的) economics, were only too willing to accept hundreds of billions of dollars from the government in the aid programs that have been a recurring feature of the global economy since the beginning of the Thatcher-Reagan era of "free" markets and deregulation.

G段，第2句

本句的结构在四六级和考研阅读中具有高度代表性。主句主干 + 插入性修饰成分 + 多个介词短语 + 限制性定语从句，这种组合是学术文章和新闻报道的常见句式。定语从句使用 that 引导修饰名词、现在完成时搭配 since 时间状语，都是考试高频考点。句子整体呈现出典型的书面语长句特征，学生掌握这类句式后可以迁移到大量类似结构的真题句子中。

Economic inequality translates into political inequality, and political inequality yields increasing economic inequality.

H段，第2句

并列复合句是四六级和考研阅读中的常见句式，本句通过 "and" 连接两个结构对称的主句，体现了典型的并列逻辑。但句子整体较短、结构简单，缺少从句嵌套等更高频的复杂句式特征，代表性中等。

Growth has gone to the very, very top, whose share has almost increased four times since 1980.

J段，第4句

主句 + 非限制性定语从句的结构在四六级和考研阅读中非常常见。"whose" 引导的定语从句表示所属关系，是高频考点。现在完成时配合 "since" 的用法也是典型句式。掌握本句结构后，学习者可以轻松迁移到大量类似句子中。

Money that was meant to have trickled(流淌) down has instead evaporated in the agreeable climate of the Cayman Islands.

J段，第5句

这句结构不算过分庞杂，但同时覆盖主干定位、定语从句识别和时态层次辨认，训练收益高。对结构与时态的综合练习来说，属于值得优先处理的一类句子。

With almost a quarter of American children younger than 5 living in poverty, and with America doing so little for its poor, the deprivations of one generation are being visited upon the next.

K段，第1句

句中涵盖 with 复合结构作状语、后置定语、现在分词、介词短语等多种成分，且主语较长易误判，谓语形式复杂，作为成分划分练习句收益高。

But why is America one of the advanced countries where the life prospects of the young are most sharply determined by the income and education of their parents?

K段，第3句

本句的疑问句结构、嵌入定语从句的复杂表语、被动语态的使用，都是四六级和考研阅读中的高频句式。关系副词 where 引导定语从句修饰抽象名词的用法也是常考点，结构具有很强的代表性和可迁移性。

While Wall Street executives used their expensive lawyers to ensure that their ranks were not held accountable for the misdeeds that the crisis in 2008 so graphically revealed, the banks abused our legal system to foreclose(取消赎回权) on mortgages and eject tenants, some of whom did not even owe money.

N段，第2句

本句成分丰富且层次分明:主句包含主谓宾和目的状语;状语从句包含主谓宾和目的状语并嵌套宾语从句;宾语从句包含主谓补和原因状语;两个定语从句分别展示限制性和非限制性的区别。涵盖了多种状语类型、定语从句、宾语从句、被动语态中的主语补足语等,是练习成分划分的优质材料。

Obamacare's objective—to ensure that all Americans have access to health care—has been blocked: 24 states have not implemented the expanded Medicaid program, which was the means by which Obamacare was supposed to deliver on its promise to some of the poorest.

O段，第5句

句中覆盖同位语、宾语从句、双层嵌套定语从句、方式状语等多种成分;破折号打断主干、定语从句层层嵌套、“be supposed to”结构的谓语识别都是典型易错点,成分划分训练收益高。

We need not just a new war on poverty but a war to protect the middle class.

P段，第1句

简单句主谓宾结构配并列宾语是常考句式，“not just ... but ...”关联词组在四六级和考研阅读中频繁出现，具有较高的代表性和复用价值

The problem of inequality is not so much a matter of technical economics.

Q段，第1句

主系表结构在四六级和考研阅读中常见，用于表达定义、判断或描述性观点。本句的“not so much ... as ...”（虽然本句未完整出现 as 部分）是常见的比较或强调结构，具有一定代表性。但简单句本身在长难句训练中不算核心句式，且本句无从句嵌套、无复杂修饰，作为典型真题句式的代表性中等偏下。

Inequality is not just about the top marginal tax rate but also about our children's access to food and the right to justice for all.

Q段，第3句

主系表结构配合 "not just... but also..." 并列是四六级和考研英语阅读中常见的表达模式，用于阐述概念的多维内涵或对比。这种句式具有一定代表性，掌握后可迁移到其他类似的定义或观点陈述句。

If we spent more on education, health and infrastructure(基础设施), we would strengthen our economy, now and in the future.

Q段，第4句

虚拟条件句(与现在事实相反)是四六级和考研英语的高频考点,本句是该句型的标准范例:"If + 主语 + 一般过去时,主语 + would + 动词原形"。这种结构在阅读理解和翻译题中反复出现,且句式可迁移性强,掌握后可应用到大量类似句子。

The wealthy top have come to take privileges for granted.

第39题 题干

"have come to do" 结构在四六级和考研英语阅读中较常见，表示“逐渐达到某种状态”的表达具有代表性，学习者掌握后可迁移到类似句式。

Justice has become so expensive that only a small number of people like corporate executives can afford it.

第44题 题干

「so ... that ...」结果状语从句是四六级和考研英语阅读中的高频句式,主句采用现在完成时表达状态变化也是常见表达方式。本句结构典型,学生掌握后可直接应用于理解和分析大量类似真题句子,迁移价值高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 153 个英语六级真题高频词

下列单词既在本篇真题中出现，又是**英语六级**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。

inequality B2

n. 不平等

本篇10次·真题 50 句

economic B2

adj. 经济的

本篇6次·真题 167 句

income B1

n. 收入

本篇6次·真题 94 句

system A2

n. 系统

本篇5次·真题 176 句

economy B1

n. 经济

本篇5次·真题 102 句

capitalism C1

n. 资本主义(经济制度)

本篇5次·真题 8 句

profit B1

n. 利润, 盈利

本篇4次·真题 33 句

justice B2

n. 公正;正义

本篇4次·真题 11 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 568 句

growth B1

n. 增长

本篇3次·真题 104 句

access B1

n. 进入

本篇3次·真题 101 句

united B1

adj. 联合的

本篇3次·真题 97 句

billion B1

num. 十亿 (1,000,000,000)

本篇3次·真题 74 句

political B1

adj. 政治的

本篇3次·真题 59 句

citizen B1

n. 公民

本篇3次·真题 41 句

advanced B2

adj. 先进的

本篇3次·真题 31 句

regulation

B2

n. 规则, 条例

本篇3次 · 真题 28 句

affordable

B1

adj. 买得起的

本篇3次 · 真题 22 句

economics

B2

n. 经济学

本篇3次 · 真题 19 句

corporate

B2

adj. 公司的

本篇3次 · 真题 16 句

division

B1

n. 分开

本篇3次 · 真题 16 句

global

B2

adj. 全球的

本篇2次 · 真题 140 句

reduce

B1

v. 减少, 降低 (数量、大小、程度等)

本篇2次 · 真题 138 句

opportunity

B1

n. 机会

本篇2次 · 真题 115 句

average

A2

adj. 平均的

本篇2次 · 真题 112 句

policy

B1

n. 政策

本篇2次 · 真题 103 句

least

A2

det. 最少的

本篇2次 · 真题 98 句

decline

B2

v. 下降

本篇2次 · 真题 88 句

states

A1

n. 国家

本篇2次 · 真题 80 句

apply

A2

v. 申请

本篇2次 · 真题 63 句

tax

A2

n. 税

本篇2次 · 真题 63 句

crisis

B2

n. 危机

本篇2次 · 真题 62 句

ensure B2

v. 确保

本篇2次·真题 57 句

advocate B2

v. 拥护

本篇2次·真题 55 句

poverty B2

n. 贫穷

本篇2次·真题 44 句

define B1

v. 给.....下定义

本篇2次·真题 39 句

wealthy B2

adj. 富有的

本篇2次·真题 39 句

deliver B1

v. 递送, 运送 (货物、信件等)

本篇2次·真题 37 句

executive B2

n. 主管;经理;管理人员

本篇2次·真题 32 句

welfare B2

n. 福利

本篇2次·真题 23 句

politics B1

n. 政治

本篇2次·真题 21 句

typical B1

adj. 典型的

本篇2次·真题 19 句

recession C1

n. 经济衰退

本篇2次·真题 14 句

ideology C1

n. 意识形态

本篇2次·真题 10 句

equality B2

n. 平等

本篇2次·真题 9 句

lending B1

n. 借出

本篇2次·真题 8 句

author A2

n. 作者

本篇1次·真题 264 句

benefit B1

n. 好处

本篇1次·真题 244 句

climate B1

n. 气候

本篇1次 · 真题 160 句

rate A2

n. 速度

本篇1次 · 真题 121 句

decade B1

n. 十年

本篇1次 · 真题 120 句

argue B1

v. 争论

本篇1次 · 真题 106 句

support A2

v. 支持

本篇1次 · 真题 103 句

gain B1

v. 获得;赢得

本篇1次 · 真题 96 句

lack B1

v. 缺少

本篇1次 · 真题 89 句

concern B1

v. 涉及

本篇1次 · 真题 88 句

evidence B1

n. 证据

本篇1次 · 真题 87 句

financial B2

adj. 财政的

本篇1次 · 真题 79 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

nation B1

n. 国家

本篇1次 · 真题 76 句

solution B1

n. 解决办法

本篇1次 · 真题 76 句

current B1

adj. 现在的

本篇1次 · 真题 72 句

wrong A2

adj. 错误的

本篇1次 · 真题 66 句

significant B2

adj. 重要的

本篇1次 · 真题 65 句

maintain B1

v. 维持

本篇1次 · 真题 64 句

trend B1

n. 趋势

本篇1次 · 真题 63 句

determine B2

v. 决定

本篇1次 · 真题 62 句

extreme B2

adj. 极度的

本篇1次 · 真题 60 句

generation B2

n. 一代人

本篇1次 · 真题 60 句

productivity B2

n. 生产率

本篇1次 · 真题 58 句

particularly B2

adv. 尤其，特别（强调某事物）

本篇1次 · 真题 57 句

loss B1

n. 丧失

本篇1次 · 真题 56 句

feature B1

n. 特征

本篇1次 · 真题 55 句

theory B1

n. 理论

本篇1次 · 真题 55 句

reveal B2

v. 揭示

本篇1次 · 真题 54 句

per B1

prep. 每

本篇1次 · 真题 53 句

response B1

n. 回答

本篇1次 · 真题 52 句

limit B1

n. 限度

本篇1次 · 真题 51 句

majority B2

n. 大多数，大部分

本篇1次 · 真题 51 句

range B1

n. 范围

本篇1次 · 真题 50 句

adopt B1

v. 采纳

本篇1次 · 真题 46 句

ignore B1

v. 忽视;不理睬

本篇1次 · 真题 46 句

yield B2

v. 产生

本篇1次 · 真题 45 句

debt B1

n. 欠款

本篇1次 · 真题 44 句

mass B1

n. 大量

本篇1次 · 真题 44 句

completely B1

adv. 完全地

本篇1次 · 真题 43 句

fully B1

adv. 完全地

本篇1次 · 真题 43 句

novel B1

n. 小说

本篇1次 · 真题 43 句

practical B1

adj. 实际的

本篇1次 · 真题 42 句

alternative B2

n. 可供选择的事物

本篇1次 · 真题 41 句

brand B1

n. 品牌, 商标

本篇1次 · 真题 37 句

means A2

n. 方法

本篇1次 · 真题 35 句

combine B1

v. (使) 结合、组合

本篇1次 · 真题 33 句

incentive B2

n. 激励

本篇1次 · 真题 33 句

series B1

n. 系列

本篇1次 · 真题 33 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次 · 真题 32 句

aid

B1

n. 帮助

本篇1次·真题 31 句

court

A2

n. 法院

本篇1次·真题 31 句

era

B2

n. 时代

本篇1次·真题 31 句

obtain

B2

v. 获得

本篇1次·真题 29 句

implement

B2

v. 实施

本篇1次·真题 28 句

increased

A2

v. 增加了

本篇1次·真题 28 句

truly

B1

adv. 真正地

本篇1次·真题 28 句

strengthen

B2

v. 加强

本篇1次·真题 27 句

willing

B1

adj. 愿意的, 乐意的

本篇1次·真题 26 句

beginning

A1

n. 开始

本篇1次·真题 25 句

equal

A2

adj. 相等的

本篇1次·真题 23 句

legal

B1

adj. 法律的

本篇1次·真题 23 句

technical

B2

adj. 技术的

本篇1次·真题 23 句

apart

B1

adv. 分开地

本篇1次·真题 22 句

universal

B2

adj. 普遍的

本篇1次·真题 21 句

portray

B2

v. 描绘

本篇1次·真题 20 句

burden B2

n. 负担

本篇1次·真题 19 句

inevitable B2

adj. 必然发生的

本篇1次·真题 19 句

objective B2

n. 目标

本篇1次·真题 19 句

prospect B2

n. 可能性

本篇1次·真题 19 句

rank B2

n. 等级

本篇1次·真题 19 句

lawyer B1

n. 律师

本篇1次·真题 18 句

congress B2

n. 国会

本篇1次·真题 17 句

essentially B2

adv. 本质上

本篇1次·真题 17 句

infrastructure C1

n. 基础设施

本篇1次·真题 17 句

nutritional B2

adj. 营养的

本篇1次·真题 17 句

solidarity C1

n. 团结一致

本篇1次·真题 16 句

competitor B1

n. 竞争者

本篇1次·真题 15 句

fundamental B2

adj. 基本的

本篇1次·真题 15 句

supposed B1

adj. 应该的

本篇1次·真题 15 句

accumulate B2

v. 积累

本篇1次·真题 14 句

characterize C1

v. 是...的特征

本篇1次·真题 14 句

tuition B2

n. 学费

本篇1次·真题 14 句

implication C1

n. 可能的影响或结果

本篇1次·真题 13 句

landscape B1

n. 风景

本篇1次·真题 13 句

sharply B2

adv. 急剧地

本篇1次·真题 13 句

collapse B2

v. 倒塌, 坍塌

本篇1次·真题 12 句

frustration B2

n. 挫败感

本篇1次·真题 12 句

notion B2

n. 观念

本篇1次·真题 12 句

shared A2

adj. 共享的

本篇1次·真题 12 句

block A2

n. 街区

本篇1次·真题 11 句

owe B1

v. 欠 (债、钱、人情等)

本篇1次·真题 11 句

privileged C1

adj. 有特权的

本篇1次·真题 11 句

rival B2

n. 竞争对手

本篇1次·真题 11 句

victim B1

n. 受害者

本篇1次·真题 11 句

commodity C1

n. 商品

本篇1次·真题 10 句

granted B2

v. 授予

本篇1次·真题 10 句

privilege B2

n. 特权

本篇1次·真题 10 句

relief B1

n. 宽慰

本篇1次 · 真题 10 句

socialize B2

v. 社交

本篇1次 · 真题 10 句

exception B2

n. 例外

本篇1次 · 真题 9 句

minimum B2

n. 最小值

本篇1次 · 真题 9 句

mortgage B2

n. 抵押贷款

本篇1次 · 真题 9 句

needy B2

adj. 贫困的

本篇1次 · 真题 9 句

dynamic B2

adj. 充满活力的

本篇1次 · 真题 8 句

proof B2

n. 证据

本篇1次 · 真题 8 句

subsidy C1

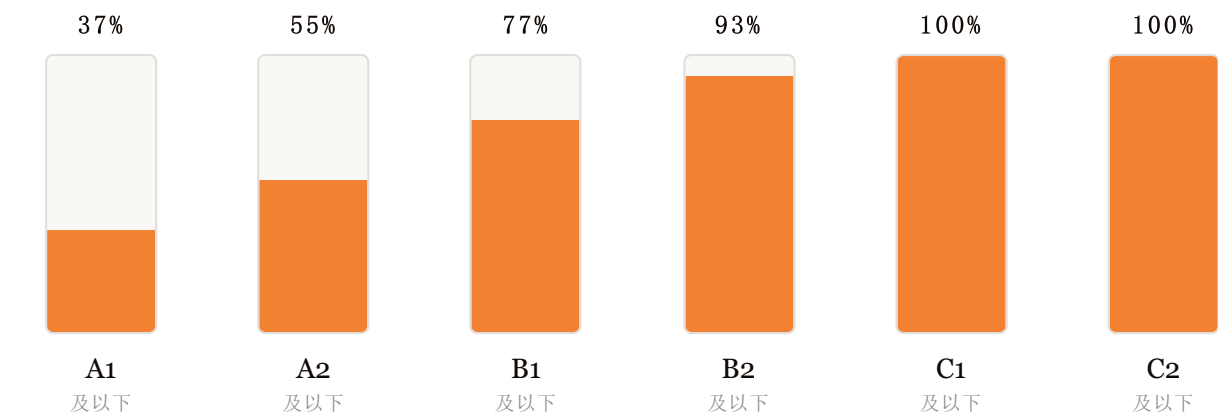
n. 补贴

本篇1次 · 真题 8 句

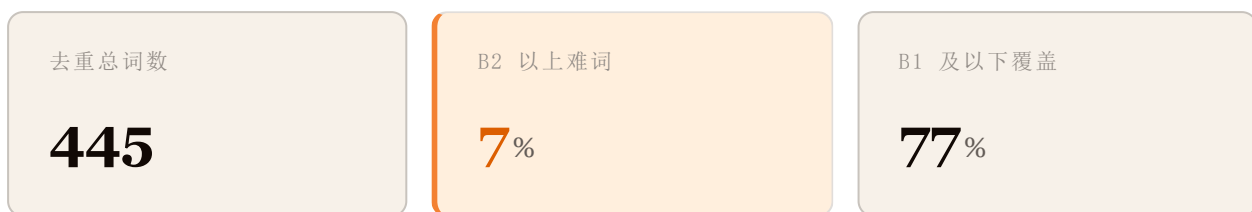
VOCABULARY • 词汇难度分布

全文 445 词按 CEFR 难度累积覆盖

全文去重后共 **445** 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 30 个 · 约 7%。



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 445 个 · 末柱为 100%



英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套 英语六级阅读理解（四选一） 第1篇·46–50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解和解析

阅读理解和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2015年6月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1–P4 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。

真题卷第2套(2015-06) · 六级

Part III Section C (1)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage One

Questions 46 to 50 are based on the following passage.

P1 I'll admit I've never quite understood the obsession(难以破除的成见) surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

我承认我从未完全理解围绕转基因作物的难以破除的成见。对环保主义反对者而言,转基因食品简单来说就是邪恶的,是一种研究不足、可能有害的工具,被大型农业企业用来控制全球种子市场并压垮当地农民。他们认为转基因食品从未兑现其所谓的承诺,花在转基因作物上的钱最好用于有机农业,消费者应该受到保护,在任何含有转基因成分的产品上应有警告标签。对支持者而言,转基因作物是可持续地提供粮食以满足不断增长的全球人口的努力的关键部分。但更重要的是,支持者认为许多环保主义者对转基因的反对从根本上是反科学的,与那些质疑人为气候变化基本原理的人没有什么不同。

P2 For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy. The conclusion:

while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

对双方而言,转基因食品似乎充当了一种象征:你要么支持农业企业,要么反对科学。但科学恰恰是我们在转基因食品问题上更需要的,这就是为什么我很高兴看到《自然》杂志专门用一系列文章来讨论转基因食品争议。结论是:虽然转基因作物尚未实现其最初的承诺,并一直由农业企业主导,但有理由继续使用和开发它们,以帮助应对可持续地养活不断增长的地球人口这一巨大挑战。

P3 That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management—and perhaps most important of all, better storage and transport infrastructure(基础设施), especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

这并不意味着转基因作物是完美的,或者是解决全球农业问题的万能方案。但任何能够提高农业效率的东西——即我们每英亩土地能够生产的作物数量——都将极其有用。转基因作物可以而且几乎肯定会成为这套工具的一部分,但传统植物育种、改进的土壤和作物管理也会如此——而且也许最重要的是,更好的储存和运输基础设施,特别是在发展中国家。(如果撒哈拉以南非洲等地的农民无法将粮食送到饥饿的消费者手中,那么生产更多粮食也没有多大用处。)我希望看到对转基因作物进行更多非行业研究——不仅因为我们会较少担心偏见,还因为像Monsanto和Pioneer这样的种子公司不应该是唯一致力于利用基因改造的实体。我希望看到对商业性较低的作物进行转基因研究,比如玉米。我认为在食品中标注转基因成分并非至关重要,但我也不会反对——而且行业接受标注会是明智之举,这只是作为消除对该技术恐惧的一种方式。

P4 Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight. 但最重要的是,我希望在无休止辩论转基因作物上花费的精力中,有十分之一能集中在全球农业那些更紧迫的挑战上。有更重要的战斗要打。

题目与逐题解析

46. How do environmentalist opponents view GM foods according to the passage?

- A) They will eventually ruin agriculture and the environment.
- B) They are used by big businesses to monopolize agriculture.
- C) They have proved potentially harmful to consumers' health.
- D) They pose a tremendous threat to current farming practice.

根据文章,环保主义反对者如何看待转基因食品?

- A) 它们最终会毁掉农业和环境。 B) 它们被大企业用来垄断农业。

c) 它们已被证明对消费者健康具有潜在危害。 d) 它们对当前的农业实践构成巨大威胁。

【答案】 **B** (细节题)

【判型】 题干 How do environmentalist opponents view GM foods according to the passage 的句式是 How + 主体 + view + 对象，问的是某方对 GM 的具体看法，且明确说 according to the passage，要求按原文复述，不需要跨段整合。

【拆句】 Q46 是一个标准 How 引导的特殊疑问句，主语 environmentalist opponents，谓语 view，宾语 GM foods，状语 according to the passage。无从句、无否定、无比较，结构平铺直叙，无陷阱。

【定位】 To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers.

在环保派反对者看来，转基因食品简直就是恶魔——是一种研究不充分、可能有害的工具，被大型农业企业用来控制全球种子市场、碾压本地农民。

【选项】 A) **过度推断**

选项称 GM 会「最终毁掉农业和环境」，但原文反对派的指责只到「研究不充分、可能有害、被巨头掌控」，并未上升到「毁掉农业」与「毁掉环境」的高度，是过度推断。

B) **✓ 正确**

used by big agricultural businesses to control global seed markets and crush local farmers ↔

used by big businesses to monopolize agriculture

预判核心「巨头借 GM 垄断农业」与 used by big businesses to monopolize agriculture 在语义上完全等值，只是把「控制种子市场 + 碾压农民」两个并列动作压缩为一个动词 monopolize，是典型的同义改写。

C) **程度范围偷改**

选项称 GM 已被「证实可能对消费者健康有害」(have proved)，但原文只是 possibly harmful tool，即「可能有害」，并未证实；possibly ≠ proved，程度被偷换。

D) **无中生有**

原文中反对派的批评聚焦于「巨头垄断 + 可能有害」，未曾把 GM 描绘成「对当前农业造成巨大威胁」；tremendous threat 与 current farming practice 在反对派陈述里找不到对应。

47. What does the author say is vital to solving the controversy between the two sides of the debate?

- A) Breaking the GM food monopoly.
- B) More friendly exchange of ideas.
- C) Regulating GM food production.
- D) More scientific research on GM crops.

作者认为解决辩论双方之间的争议,什么是至关重要的?

A) 打破转基因食品垄断。 B) 更友好的思想交流。 C) 规范转基因食品生产。

D) 对转基因作物进行更多科学研究。

【答案】 D (细节题)

【判型】 题干 What does the author say is vital to solving the controversy 是 What + author + say 结构, 问的是作者明说的某个具体方案, 作者会用陈述句直接给出。

【拆句】 主干 What does the author say <is vital to solving the controversy>, What 既是 say 的宾语, 也是后置 is vital 的主语, 相当于「作者说【什么】是解决双方争议的关键」。to solving 中 to 是介词, 后接动名词; 考生若错把 to 当不定式 to + 原形, 会读不顺, 注意是「对于解决」之意。

【定位】 But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy.

但说到转基因食品, 我们最需要的恰恰是更多的科学(研究)——这也是我乐于看到《自然》杂志专门为转基因食品争议做了一组文章的原因。

【选项】 A) 答非所问

「打破 GM 食品垄断」固然贴近反对派批评, 但原文给出的解法是「更多科学」, 并未把「打破垄断」当作解决双方争议的钥匙, 因而与定位句不对应。

B) 无中生有

原文谈到双方对立、谈到需要更多科学, 从未提及「更友善的观点交流」; friendly exchange of ideas 在第二段无任何原文支撑。

C) 偷换概念

Regulating GM food production (监管 GM 食品生产) 与原文 science is what we need more of 不是同一范畴——「监管」是政策行政手段, 「科学研究」是认知手段; 原文只谈后者。

D) ✓ 正确

science is exactly what we need more of when it comes to GM foods ↔

More scientific research on GM crops

预判核心「更多科学研究」与 More scientific research on GM crops 字面一一对应, 无引申、无超出原文。

48. What is the main point of the Nature articles?

- A) Feeding the growing population makes it imperative to develop GM crops.
- B) Popularizing GM technology will help it to live up to its initial promises.
- C) Measures should be taken to ensure the safety of GM foods.
- D) Both supporters and opponents should make compromises.

Nature文章的主要观点是什么？

- A) 养活不断增长的人口使得开发转基因作物成为必要。
- B) 普及转基因技术将有助于其实现最初的承诺。
- C) 应该采取措施确保转基因食品的安全性。
- D) 支持者和反对者双方都应该做出妥协。

【答案】 A (细节题)

【判型】 题干问的是 the Nature articles 这一具体对象的结论，而不是全文主旨；找到 Nature 出现的句子，附近便有作者转述其结论。

【拆句】 Q48 主干极简，What + be + main point of the Nature articles，问「Nature 这组文章的主要观点是什么」。无嵌套，无陷阱。

【定位】 The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

结论是：虽然转基因作物尚未兑现最初的承诺、且一直被农业企业所主导，但仍有理由继续使用和开发它们，以帮助应对「可持续地养活不断增长的星球（人口）」这一巨大挑战。

【选项】 A) ✓ 正确

to help meet the enormous challenge of sustainably feeding a growing planet ↔

Feeding the growing population

there is reason to continue to use and develop them ↔

makes it imperative to develop GM crops

预判「为应对养活人口挑战 → 继续开发 GM」与 Feeding the growing population makes it imperative to develop GM crops 在「因为人口压力 → 所以要开发 GM」的逻辑链上完全对齐，是定位句结论的标准同义改写。

B) 无中生有 + 因果倒置

选项称「推广 GM 技术将帮助它兑现最初承诺」，但原文先承认 GM crops haven't yet realized their initial promise，并未把「推广」作为「兑现承诺」的手段；让 GM 兑现承诺并非 Nature 文章的结论方向。

C) 答非所问

Nature 系列文章的结论谈的是「为何要继续用 GM」，并非「如何确保 GM 食品安全」；ensure the safety 在结论句里没有立足点。

D) 无中生有

Nature 文章的结论根本没谈「双方妥协」，原文只在结论里给出「为养活人口而继续开发 GM」的判断。

49. What is the author's view on the solution to agricultural problems?

- A) It has to depend more and more on GM technology.
- B) It is vital to the sustainable development of human society.
- C) GM crops should be allowed until better alternatives are found.
- D) Whatever is useful to boost farming efficiency should be encouraged.

作者对农业问题解决方案的看法是什么？

- A) 它必须越来越依赖转基因技术。 B) 它对人类社会的可持续发展至关重要。
- C) 在找到更好的替代方案之前,应该允许转基因作物。
- D) 任何有助于提高农业效率的东西都应该得到鼓励。

【答案】 D (细节题)

【判型】 题干 What is the author's view on the solution to agricultural problems 问的是作者对一个具体方案话题的看法，且未含 infer / imply，原文会以陈述句明示。

【拆句】 Q49 主干 What + be + the author's view on X, question on the solution to agricultural problems 是一连串名词后置修饰，view on... 表示「对.....的看法」。无从句、无否定，结构平铺直叙。

【定位】 But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful.

但是，凡是能提高农业效率——即我们能在每英亩土地上生产的作物量——的东西都将非常有用。

【选项】 A) 与原文相反

原文段首即说 That doesn't mean GM crops are perfect, or a one-size-fits-all solution，明确否认「越来越依赖 GM」；选项 depend more and more on GM technology 恰与作者立场相反。

B) 答非所问

「农业问题的解决方案对人类社会可持续发展至关重要」固然听起来不错，但题干问的是「作者对解决方案本身的看法」，不是问「解决方案的价值定位」；范畴错位。

C) 无中生有

原文未提「GM 应被允许直到更好的替代品出现」这种时限性立场；作者只说效率优先、不把 GM 当万能解，但也没说「找到替代品就停用 GM」。

D) ✓ 正确

anything that can increase farming efficiency...will be extremely useful ↔

Whatever is useful to boost farming efficiency should be encouraged

预判「凡能提效率皆可取」与 Whatever is useful to boost farming efficiency should be encouraged 在「全称引导 + 提升效率 + 价值肯定」三要素上完全对齐，是定位句的标准同义改写。

50. What does the author think of the ongoing debate around GM crops?

- A) It arises out of ignorance of and prejudice against new science.
- B) It distracts the public attention from other key issues of the world.
- C) Efforts spent on it should be turned to more urgent issues of agriculture.
- D) Neither side is likely to give in until more convincing evidence is found.

作者如何看待围绕转基因作物的持续争论？

- A) 它源于对新科学的无知和偏见。 B) 它使公众的注意力从世界其他关键问题上转移。
- C) 在它上面花费的精力应该转向更紧迫的农业问题。
- D) 在找到更有说服力的证据之前,双方都不太可能让步。

【答案】 C (细节题)

【判型】 题干 What does the author think of the ongoing debate around GM crops 问的是作者对一个具体对象「the ongoing debate」的态度评价，第四段有显性态度句直接对应。

【拆句】 Q50 主干 What + does the author think of X, X 为 the ongoing debate around GM crops, think of 是「认为」「评价」之意, around 这里相当于 about / surrounding, 表示「围绕 GM 作物的争论」。无从句陷阱。

【定位】 Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

尤其是——我希望把现在花在没完没了地辩论转基因作物上的精力的哪怕十分之一，转移到全球农业那些更紧迫的挑战上。还有更大的仗要打。

【选项】 A) 无中生有

作者尾段的态度是「争论占去精力」，并未把双方争论的根源归于「对新科学的无知与偏见」；ignorance 与 prejudice 在尾段毫无对应词。

B) 范围扩大 (偷换概念)

选项称争论「分散了公众对世界其他关键问题的注意力」，但作者尾段的精力转移诉求是针对「全球农业更紧迫的问题」，不是「世界其他关键问题」；范围被偷换扩大。

C) ✓ 正确

I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture

↔ **Efforts spent on it should be turned to more urgent issues of agriculture**

预判「争论占去精力本应他用」与 Efforts spent on it should be turned to more urgent issues of agriculture 在「精力转移诉求」「更紧迫的农业问题」两点上一对一对齐，是态度句的标准同义改写。

D) 无中生有

「双方都不会让步直到有更有有力证据出现」是常见的争论评价，但作者尾段未提任何「让步 / 不让步 / 证据」相关内容；作者关心的是精力的转移方向，而不是争论双方何时让步。

11 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。

But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy.

第2段，第2句

本句结构高度典型：主句 + 表语从句 + 状语从句 + 非限制性定语从句的组合，是考研和四六级阅读中常见的复杂句式；多层嵌套和非限制性定语从句的补充说明用法都是高频考点，掌握后可广泛迁移。

But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful.

第3段，第2句

覆盖主谓表、定语从句、同位语、嵌套定语从句、情态动词谓语等多种成分，尤其破折号同位语中省略关系代词的定语从句是常见易错点，适合作为综合划分练习。

GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management—and perhaps most important of all, better storage and transport infrastructure(基础设施), especially in the developing world.

第3段，第3句

本句覆盖了主语、谓语、表语、状语等核心成分，第二分句的倒装结构和复合主语是较好的训练点。学习者可以通过本句练习识别倒装中的主谓位置、区分并列谓语、处理复杂的并列主语以及介词短语作定语或状语的用法。成分种类丰富，且倒装和承前省略都是常见易错点，训练价值较高。

I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification.

第3段，第5句

本句结构典型、成分丰富，涵盖情态动词、宾补、并列状语从句、后置定语等多个常考点，既有一定难度又不过分复杂，主干相对清晰，适合基础较弱学生通过系统分析掌握并列复合句和情态动词用法，具有较高训练价值。

I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

第3段，第7句

覆盖主语、谓语、宾语(包括从句作宾语)、表语、状语等多种核心成分,还涉及形式主语与真正主语的区分、情态动词谓语、介词短语作表语等易错点,成分种类丰富,练习价值较高。

They will eventually ruin agriculture and the environment.

第46题，A

简单句的主谓宾加时间状语结构在考试中常见，will 表将来也是高频考点，具有一定代表性，但因过于基础，复杂度不足以代表考研或六级高分段的典型难度

Popularizing GM technology will help it to live up to its initial promises.

第48题，B

动名词短语作主语 + 一般将来时谓语 + 宾语 + 不定式宾补，是四六级和考研阅读中常见的简单句式。help sb (to) do sth 句型频繁出现在真题中，掌握后可迁移到大量类似结构，典型性较高。

Both supporters and opponents should make compromises.

第48题，D

简单句主谓宾结构在各类考试中常见，情态动词 should 的用法也是基础考点。主语并列结构有一定代表性，但整句缺乏从句、复杂修饰等真题高频句式特征，典型性中等。

It has to depend more and more on GM technology.

第49题, A

简单句结构 + 情态短语 + 介词短语状语是四六级和考研英语中的常见句式, 具有一定代表性, 但作为训练句不够典型, 缺乏从句或复杂修饰结构。

It is vital to the sustainable development of human society.

第49题, B

"It is + 形容词 + to/that..." 句型是四六级和考研英语中的高频结构, 在阅读和写作中反复出现, 掌握此句型对理解和仿写同类句子有很强的迁移价值, 具有较高的典型性。

Neither side is likely to give in until more convincing evidence is found.

第50题, D

句式"主句 + until引导的时间状语从句"在四六级和考研英语中高频出现, 且从句使用被动语态也是常见搭配。复合谓语"be likely to"结构在学术写作和正式表达中常用。该句型具有较高的迁移价值, 学生掌握后可应对大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 100 个英语六级真题高频词

下列单词既在本篇真题中出现, 又是 **英语六级** 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。

crop

B1

n. 农作物

本篇15次 · 真题 95 句

would

A1

aux. (will 的过去式) 将要, 会

本篇6次 · 真题 568 句

agriculture

B2

n. 农业

本篇5次 · 真题 70 句

global

B2

adj. 全球的

本篇4次 · 真题 140 句

farming A2

n. 农业;耕作

本篇4次·真题 63 句

author A2

n. 作者

本篇3次·真题 264 句

consumer B1

n. 消费者

本篇3次·真题 165 句

debate B2

n. 辩论

本篇3次·真题 52 句

vital B2

adj. 极其重要的, 必不可少的

本篇3次·真题 29 句

agricultural B2

adj. 农业的

本篇3次·真题 27 句

supporter B1

n. 支持者

本篇3次·真题 12 句

opponent B2

n. 对手

本篇3次·真题 11 句

environmentalist B2

n. 环保主义者

本篇3次·真题 9 句

less A1

det. 较少的

本篇2次·真题 273 句

better A1

adj. 更好的 (good 的比较级)

本篇2次·真题 205 句

issue B1

n. 问题

本篇2次·真题 158 句

view A2

n. 观点, 看法

本篇2次·真题 134 句

challenge B1

n. 挑战

本篇2次·真题 119 句

solution B1

n. 解决办法

本篇2次·真题 76 句

label B1

n. 标签

本篇2次·真题 52 句

growing A2

adj. 增长的

本篇2次·真题 47 句

efficiency B2

n. 效率

本篇2次·真题 33 句

harmful B1

adj. 有害的

本篇2次·真题 32 句

ingredient B1

n. (烹饪) 食材, 原料

本篇2次·真题 28 句

initial B1

adj. 最初的

本篇2次·真题 26 句

genetically B2

adv. 在基因上

本篇2次·真题 8 句

product A2

n. 产品

本篇1次·真题 271 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

focus B1

n. 重点

本篇1次·真题 200 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 167 句

climate B1

n. 气候

本篇1次·真题 160 句

local A2

adj. 当地的

本篇1次·真题 143 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

argue B1

v. 争论

本篇1次·真题 106 句

scientific B1

adj. 科学的

本篇1次·真题 103 句

measure B1

v. 测量

本篇1次·真题 100 句

evidence B1

n. 证据

本篇1次·真题 87 句

amount A2

n. 数量

本篇1次·真题 84 句

traditional B1

adj. 传统的

本篇1次·真题 84 句

current B1

adj. 现在的

本篇1次·真题 72 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

management B1

n. 管理

本篇1次·真题 63 句

production B1

n. 生产

本篇1次·真题 58 句

ensure B2

v. 确保

本篇1次·真题 57 句

boost B2

v. 提高

本篇1次·真题 55 句

solve A2

v. 解决 (问题、困难)

本篇1次·真题 54 句

per B1

prep. 每

本篇1次·真题 53 句

contain B1

v. 包含, 含有

本篇1次·真题 52 句

threat B1

n. 威胁

本篇1次·真题 51 句

exactly B1

adv. 精确地

本篇1次·真题 46 句

certainly A2

adv. 当然

本篇1次·真题 43 句

commercial B2

adj. 商业的

本篇1次·真题 43 句

alternative B2

n. 可供选择的事物

本篇1次·真题 41 句

genetic B2

adj. 遗传的

本篇1次·真题 38 句

organic B2

adj. 有机的（不使用化学物质的）

本篇1次·真题 38 句

deliver B1

v. 递送，运送（货物、信件等）

本篇1次·真题 37 句

remove A2

v. 移开

本篇1次·真题 34 句

series B1

n. 系列

本篇1次·真题 33 句

eventually B1

adv. 最终

本篇1次·真题 32 句

sustainable B2

adj. 可持续的

本篇1次·真题 32 句

press A2

v. 按，压

本篇1次·真题 30 句

battle B1

n. 战斗

本篇1次·真题 29 句

bias B2

n. 偏见

本篇1次·真题 29 句

extremely B1

adv. 极其

本篇1次·真题 29 句

transport B1

v. 运输，运送

本篇1次·真题 26 句

potentially B2

adv. 可能地

本篇1次·真题 23 句

admit B1

v. 承认（事实、错误等）

本篇1次·真题 22 句

pose B2

v. 摆姿势（供拍照或绘画）

本篇1次·真题 22 句

exchange B1

n. 交换

本篇1次 · 真题 21 句

regulate B2

v. 管理

本篇1次 · 真题 21 句

devote B2

v. 把...奉献给

本篇1次 · 真题 18 句

arise B2

v. 出现;产生;发生

本篇1次 · 真题 17 句

dominate B2

v. 控制

本篇1次 · 真题 17 句

enormous B1

adj. 巨大的

本篇1次 · 真题 17 句

infrastructure C1

n. 基础设施

本篇1次 · 真题 17 句

possibly B1

adv. 可能, 也许

本篇1次 · 真题 17 句

ruin B2

v. 毁坏

本篇1次 · 真题 17 句

urgent B2

adj. 紧急的, 急迫的

本篇1次 · 真题 17 句

breeding B2

n. 繁殖

本篇1次 · 真题 16 句

surround B1

v. 围绕

本篇1次 · 真题 16 句

supposed B1

adj. 应该的

本篇1次 · 真题 15 句

ongoing B2

adj. 持续进行的

本篇1次 · 真题 14 句

tremendous B2

adj. 巨大的

本篇1次 · 真题 14 句

warning A2

n. 警告

本篇1次 · 真题 14 句

acre B2

n. 英亩 (土地面积单位)

本篇1次 · 真题 13 句

improved A2

adj. 改进的

本篇1次 · 真题 13 句

developing B1

adj. 发展中的 (指国家或地区)

本篇1次 · 真题 12 句

opposition B2

n. 反对

本篇1次 · 真题 12 句

channel B1

n. 电视频道

本篇1次 · 真题 11 句

storage B1

n. 存储

本篇1次 · 真题 11 句

symbol B2

n. 象征

本篇1次 · 真题 11 句

imperative C1

adj. 极其重要的

本篇1次 · 真题 10 句

obsession C1

n. 痴迷

本篇1次 · 真题 10 句

prejudice B2

n. 偏见

本篇1次 · 真题 10 句

compromise B2

n. 妥协

本篇1次 · 真题 9 句

fundamentally C1

adv. 根本上

本篇1次 · 真题 9 句

corn A2

n. 玉米

本篇1次 · 真题 8 句

entity C1

n. 实体

本篇1次 · 真题 8 句

evil B1

adj. 邪恶的

本篇1次 · 真题 8 句

modification B2

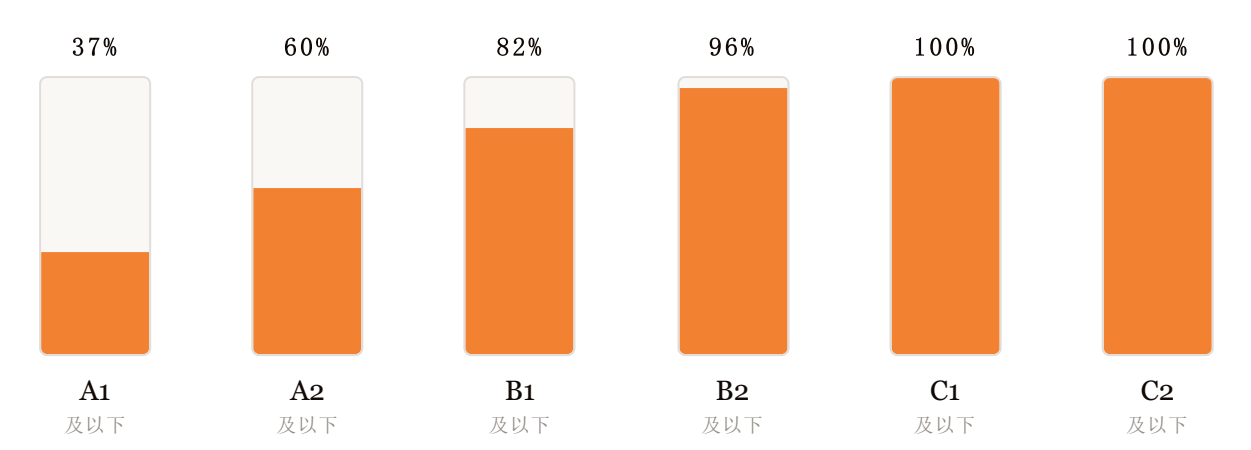
n. 修改

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 **255** 词按 **CEFR** 难度累积覆盖

全文去重后共 **255** 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 9 个·约 4%。



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 255 个·末柱为 100%

去重总词数

255

B2 以上难词

4%

B1 及以下覆盖

82%

英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套 英语六级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS · 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2015年6月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 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。

真题卷第2套(2015-06) · 六级

Part III Section C (2)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage Two

Questions 51 to 55 are based on the following passage.

P1 Early decision—you apply to one school? and admission is binding—seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you're done with the whole agonizing process by December. But what most students and parents don't realize is that schools have hidden motives for offering early decision.

提前决定录取——你只向一所学校申请,录取后具有约束力——对于紧张的申请者来说似乎是一个很好的选择。学校会录取更高比例的提前决定申请者,这可以说意味着你有更大的录取机会。而且如果你被录取了,你就能在十二月前结束整个令人痛苦的申请过程。但大多数学生和家长没有意识到的是,学校提供提前决定录取有其隐藏的动机。

P2 Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity.

提前决定录取因为具有约束力,使学校能够用合格的学生填满他们的班级;它允许招生委员会选择学校特别需要的学生,并确保这些学生会入学。它还给学校带来更高的入学率,而入学率通常被用作衡量大学选拔性和受欢迎程度的方式之一。

P3 The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors

have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used to visit more schools, do more research, speak to current students and alumni(校友) and arguably make a more informed decision.

问题在于这个过程实际上缩短了学生做出他们人生中迄今为止最重要决定之一的时间窗口。在常规录取中,高三学生有到五月一日的时间内来选择就读哪所学校;提前决定录取实际上从他们那里剥夺了六个月,这些月份本可以用来访问更多学校、做更多研究、与在校学生和校友交流,并可以说做出一个更明智的决定。

P4 There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated(专注) on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for further reflection, may not actually be right for them.

坦率地说,美国有数量惊人的优秀大学,对于任何特定的学生来说,都有许多学校非常适合他们。当学生在招生过程早期过度专注于某一所特定学校时,如果他们没有被录取,这种专注可能会导致严重的失望,或者如果他们被录取了,他们现在被约束去一所学校,而经过进一步的反思,这所学校实际上可能并不适合他们。

P5 Insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines.

就提前决定录取提供真正的录取优势而言,这种优势主要归于那些已经拥有众多优势的学生。使用提前决定录取的学生往往是那些获得了更高质量大学申请指导的学生,这通常是来自更优越背景的结果。在这方面,有反对提前决定录取的理由,因为来自低收入家庭的学生远不太可能拥有招生方面的知识来应对常常令人困惑的提前申请截止日期。

P6 Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

在当前体系下,那些已经做过研究并确信有一所学校能让他们非常兴奋地想进入的学生,可能应该通过提前决定录取申请。但对于那些还没有做足够研究,或者仍然不断改变自己最喜欢学校的学生来说,提前决定录取系统在学生应该向一系列令人兴奋的选择敞开自己的时候,不必要地、过早地缩小了可能性的范围。

题目与逐题解析

51. What are students obliged to do under early decision?

- A) Look into a lot of schools before they apply.
- B) Attend the school once they are admitted.
- C) Think twice before they accept the offer.
- D) Consult the current students and alumni.

学生在提前决定录取下有什么义务？

- A) 在申请前调查很多学校。 B) 一旦被录取就必须就读该校。 C) 在接受录取通知前三思而后行。
D) 咨询在校生和校友。

【答案】 B (细节题)

【判型】 What are students obliged to do under early decision? 直接问规则条款里的硬性要求,属于事实细节而非推断或主旨。

【拆句】 What are students obliged to do under early decision? 是 What 引导的特殊疑问句,under early decision 是状语,限定动作发生的制度背景;be obliged to do 意为"有义务做",属于义务情态结构,结构简单无陷阱。

【定位】 Early decision—you apply to one school? and admission is binding—seems like a great choice for nervous applicants.

提前录取——你只申请一所学校,而且一旦录取就具有约束力——对紧张的申请者来说似乎是个绝佳选择。

【选项】 A) 答非所问识别

Look into a lot of schools before they apply. 描述申请前的考察动作;但原文要求的是"只申一所/录取必去",并未规定申请前必须考察众多学校。

B) ✓ 正确

admission is binding ↔ **Attend the school once they are admitted.**

预判"录取后必须就读"与 Attend the school once they are admitted. 字面同义,选 B。

C) 无中生有识别

Think twice before they accept the offer. 听似合理,但原文并未将"接受 offer 前再三考虑"列为 early decision 的硬性义务;相反,binding 恰恰意味着无再三斟酌的余地。

D) 张冠李戴识别

Consult the current students and alumni. 与 speak to current students and alumni(校友) 表面相似,但原文是说"常规录取下学生本可咨询",并非 early decision 下学生的义务。

52. Why do schools offer early decision?

- A) To make sure they get qualified students.
- B) To avoid competition with other colleges.
- C) To provide more opportunities for applicants.
- D) To save students the agony of choosing a school.

学校为什么提供提前决定录取?

- A) 为了确保招到合格的学生。 B) 为了避免与其他大学竞争。 C) 为了给申请者提供更多机会。
- D) 为了让学生免于择校的痛苦。

【答案】 A (细节题)

【判型】 Why do schools offer early decision? 询问的是原文明示的校方动机,不要求推断,属于细节题。

【拆句】 Why do schools offer early decision? 是 Why 引导的特殊疑问句,主语 schools、谓语 offer,结构简单;offer 此处意为"提供/开放(某项制度)",并非"赠送"。

【定位】 Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come.

提前录取因为具有约束力,使学校能用合格学生填满班级;它使招生委员会能选到本校特别需要的学生,且确知这些学生会来。

【选项】 A) ✓ 正确

fill their classes with qualified students ↔ **To make sure they get qualified students.**

预判"确保招到合格学生"与 To make sure they get qualified students. 字面同义,选 A。

B) 无中生有识别

To avoid competition with other colleges. 在原文中无对应表述;原文只说提高 yield rate 和挑选 in particular demand 的学生,从未提到"避免与其他学校竞争"。

C) 与原文相反识别

To provide more opportunities for applicants. 把校方动机误读为"为申请者提供更多机会";但原文整段在讲学校的好处,而第 1 段早已挑明 schools have hidden motives,提示 early decision 并非为申请者多设机会。

D) 张冠李戴识别

To save students the agony of choosing a school. 利用了 done with the whole agonizing process by December 这一表面信息,但原文是描述学生角度的"看似省事",并非校方设立 early decision 的动机。

53. What is said to be the problem with early decision for students?

- A) It makes their application process more complicated.
- B) It places too high a demand on their research ability.
- C) It allows them little time to make informed decisions.
- D) It exerts much more psychological pressure on them.

据说提前决定录取对学生有什么问题？

- A) 它使他们的申请过程更加复杂。 B) 它对他们的研究能力提出了过高的要求。
C) 它让他们几乎没有时间做出明智的决定。 D) 它给他们施加了更大的心理压力。

【答案】 C (细节题)

【判型】 What is said to be the problem with early decision for students? 用 is said to be,提示原文已明说,属于事实细节题。

【拆句】 What is said to be the problem with early decision for students? 是 What 引导的疑问句,is said to be 是被动语态,提示"被陈述的/原文中提到的",for students 限定弊端对象。

【定位】 The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point.

问题在于,这个流程实际上压缩了学生做出迄今人生中最重要决定之一的时间窗。

【选项】 A) 与原文相反识别

It makes their application process more complicated. 在原文无对应;相反,首段说 early decision 让人 done with the whole agonizing process by December,流程上更简单而非更复杂。

B) 偷换概念识别

It places too high a demand on their research ability. 在原文无对应;原文谈的是 "研究的时间" 被压缩,不是 "研究能力" 被要求过高。

C) ✓ 正确

shortens the window of time students have to make one of the most important decisions ↔

It allows them little time to make informed decisions.

make a more informed decision ↔ **make informed decisions**

预判"压缩深思熟虑时间"在 C 同时由 little time 与 informed decisions 两端承接,选 C。

D) 过度推断识别

It exerts much more psychological pressure on them. 利用首段 nervous applicants 制造干扰;但首段是说 early decision 反而看上去让人省心,原文未说弊端是"加大心理压力"。

54. Why are some people opposed to early decision?

- A) It interferes with students' learning in high school.
- B) It is biased against students at ordinary high schools.
- C) It causes unnecessary confusion among college applicants.
- D) It places students from lower-income families at a disadvantage.

为什么有些人反对提前决定录取?

- A) 它干扰了学生在高中的学习。 B) 它对普通高中的学生不公平。
C) 它在大学申请者中造成不必要的混乱。 D) 它使低收入家庭的学生处于不利地位。

【答案】 D (细节题)

【判型】 Why are some people opposed to early decision? 询问原文已陈述的反对方理由,不需要推断,属细节题。

【拆句】 Why are some people opposed to early decision? Why 疑问句,be opposed to 是固定搭配,意为"反对";some people 为不定代词主语,弱化为引述他人立场的信号。

【定位】 In this regard, there's an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines.

在这点上,存在反对提前录取的论点,因为来自低收入家庭的学生远不太可能掌握应对那些常令人困惑的提前申请截止日期的招生门道。

【选项】 A) 无中生有识别

It interferes with students' learning in high school. 在原文无任何对应表述;反对方理由聚焦于"申请门道",不涉及对在校学习的干扰。

B) 偷换概念识别

It is biased against students at ordinary high schools. 把原文 lower-income families(家庭收入)偷换成 ordinary high schools(普通高中),概念悄然偏移。

C) 以偏概全识别

It causes unnecessary confusion among college applicants. 利用了原文 often confusing early deadlines 中的 confusing,但原文是说截止日期对低收入家庭学生造成困惑,并非"在所有申请者中引发不必要的混乱"。

D) ✓ 正确

students from lower-income families are far less likely to have the admissions know-how ↔

It places students from lower-income families at a disadvantage.

that advantage goes largely to students who already have numerous advantages ↔

at a disadvantage

预判"低收入家庭学生处不利"与 It places students from lower-income families at a disadvantage. 字面同义,选 D。

55. What does the author advise college applicants to do?

- A) Refrain from competing with students from privileged families.
- B) Avoid choosing early decision unless they are fully prepared.
- C) Find sufficient information about their favorite schools.
- D) Look beyond the few supposedly thrilling options.

作者建议大学申请者做什么？

- A) 避免与特权家庭的学生竞争。 B) 除非做好充分准备,否则避免选择提前决定录取。
C) 找到关于他们心仪学校的充足信息。 D) 不要局限于少数几个所谓令人激动的选项。

【答案】 B (细节题)

【判型】 What does the author advise college applicants to do? 问作者给出的明确建议,通常对应末段总结性建议句,属细节题。

【拆句】 What does the author advise college applicants to do? What 引导的疑问句,advise sb to do 是固定搭配,意为"建议某人做某事",college applicants 是 advise 的宾语,to do 是不定式作宾补。

【定位】 But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

但对那些尚未做足研究、或心仪学校仍在不断变化的学生而言,提前录取制度在他们本应向各种激动人心的选择敞开自我的时刻,毫无必要且过早地收窄了可能性。

【选项】 A) 过度推断识别

Refrain from competing with students from privileged families. 利用了第 5 段关于 privileged students 的内容,但作者的态度是制度本身有问题,并未建议学生"避免与他们竞争"。

B) ✓ 正确

But for students who haven't yet done enough research ↔ **unless they are fully prepared** needlessly and prematurely narrows the field of possibility ↔ **Avoid choosing early decision** 预判"未充分准备别申早"在 B 由 Avoid choosing early decision 与 unless they are fully prepared 同时承接,选 B。

C) 答非所问识别

Find sufficient information about their favorite schools. 描述的是申请前的一般性行动,且 favorite schools 与原文 still constantly changing their minds on favorite schools 字面相似;但作者本题的具体建议是"研究不足时不要申 early",而非笼统地"去了解 favorite schools"。

D) 与原文相反识别

Look beyond the few supposedly thrilling options. 利用了 thrilling options 字眼,但原文是说学生本应 opening themselves to a whole range of thrilling options ——"敞开拥抱大量精彩选项",而非"越过那些据说精彩的选项去找别的"。

SENTENCE INSIGHTS • 句子精讲

4 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。

But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

第6段, 第2句

主句成分齐全(主谓宾+方式状语+时间状语), 时间状语内嵌套定语从句; 介词短语作状语内嵌套并列定语从句; 三个定语从句分别展示关系代词作主语、关系副词引导、情态动词加进行时等结构。成分种类丰富, 嵌套位置多样, 能训练介词短语归属、定语从句修饰对象判断、情态结构识别等多个易错点。

Look into a lot of schools before they apply.

第51题, A

祈使句带时间状语从句是常见的句式, 在应用文、建议类文章中经常出现。结构典型且实用, 掌握后可迁移到类似的祈使句和时间状语从句场景。

It places too high a demand on their research ability.

第53题, B

覆盖主谓宾及状语四种基本成分, 结构完整但种类常规。宾语 "too high a demand" 的程度副词前置词序 ("too + 形容词 + 冠词 + 名词") 是一个值得练习的语序特点, 对初学者有一定辨识训练价值, 但整体无复杂易错点。

What does the author advise college applicants to do?

第55题 题干

疑问句中"助动词+主语+动词原形+宾语+宾语补足语"结构在四六级阅读理解题干中较常见, 且 advise sb to do 是典型动词搭配, 具备一定代表性, 但句式本身并非高频难点句型。

HIGH-FREQUENCY • 真题高频词

本篇出现的 68 个英语六级真题高频词

下列单词既在本篇真题中出现, 又是 **英语六级** 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。

admission

B2

n. 承认 (错误、罪行等)

本篇6次 · 真题 11 句

applicant

B2

n. 申请人

本篇5次 · 真题 16 句

process

B1

n. 过程

本篇4次 · 真题 126 句

current

B1

adj. 现在的

本篇3次 · 真题 72 句

apply A2

v. 申请

本篇3次·真题 63 句

system A2

n. 系统

本篇2次·真题 176 句

demand B1

v. 坚决要求

本篇2次·真题 92 句

particular B2

adj. 特定的

本篇2次·真题 52 句

option B1

n. 选择

本篇2次·真题 48 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇2次·真题 46 句

effectively B2

adv. 有效地

本篇2次·真题 43 句

possibility B1

n. 可能性

本篇2次·真题 35 句

given B1

prep. 考虑到

本篇2次·真题 18 句

privileged C1

adj. 有特权的

本篇2次·真题 11 句

alumnus C1

n. 男校友

本篇2次·真题 10 句

arguably C1

adv. 可以说, 可论证地

本篇2次·真题 8 句

informed B2

adj. 了解情况的

本篇2次·真题 8 句

qualified B2

adj. 有资格的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

less A1

det. 较少的

本篇1次·真题 273 句

author A2

n. 作者

本篇1次·真题 264 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 182 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 170 句

learning A1

n. 学习

本篇1次·真题 128 句

rate A2

n. 速度

本篇1次·真题 121 句

opportunity B1

n. 机会

本篇1次·真题 115 句

measure B1

v. 测量

本篇1次·真题 100 句

further B1

adv. 更远地

本篇1次·真题 79 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

pressure B1

n. 心理压力

本篇1次·真题 57 句

senior B1

adj. 级别高的

本篇1次·真题 52 句

argument B1

n. 争论

本篇1次·真题 51 句

range B1

n. 范围

本篇1次·真题 50 句

yield B2

v. 产生

本篇1次·真题 45 句

fully B1

adv. 完全地

本篇1次·真题 43 句

psychological

B2

adj. 心理的

本篇1次·真题 39 句

compete

B1

v. 竞争

本篇1次·真题 36 句

regular

B1

adj. 经常的

本篇1次·真题 33 句

constantly

B1

adv. 不断地, 持续地

本篇1次·真题 31 句

sufficient

B2

adj. 足够的

本篇1次·真题 30 句

complicated

B2

adj. 复杂的

本篇1次·真题 29 句

largely

B2

adv. 主要地

本篇1次·真题 28 句

unnecessary

B1

adj. 不必要的; 多余的

本篇1次·真题 28 句

application

B1

n. 申请

本篇1次·真题 26 句

numerous

B2

adj. 众多的, 许多的

本篇1次·真题 25 句

ordinary

B1

adj. 普通的

本篇1次·真题 24 句

prepared

A2

adj. 准备好的

本篇1次·真题 23 句

select

B1

v. 选择, 挑选

本篇1次·真题 23 句

admit

B1

v. 承认 (事实、错误等)

本篇1次·真题 22 句

percentage

B1

n. 百分比, 百分率

本篇1次·真题 21 句

consult

B2

v. 咨询, 请教 (专业人士)

本篇1次·真题 20 句

popularity B2

n. 受欢迎

本篇1次·真题 20 句

narrow B1

adj. 狭窄的

本篇1次·真题 19 句

reflection B2

n. 深思

本篇1次·真题 19 句

hidden B1

adj. 隐藏的

本篇1次·真题 16 句

refrain C1

v. 克制

本篇1次·真题 16 句

severe B2

adj. 严重的

本篇1次·真题 15 句

committee B1

n. 委员会

本篇1次·真题 13 句

confusion B2

n. 困惑

本篇1次·真题 13 句

navigate B2

v. 导航

本篇1次·真题 13 句

disadvantage B2

n. 不利条件

本篇1次·真题 12 句

exert B2

v. 施加(力量、影响等)

本篇1次·真题 12 句

guidance B2

n. 指导

本篇1次·真题 11 句

opposed B2

adj. 反对的

本篇1次·真题 10 句

bound B1

adj. 一定会

本篇1次·真题 9 句

genuine B2

adj. 真的

本篇1次·真题 9 句

motive B2

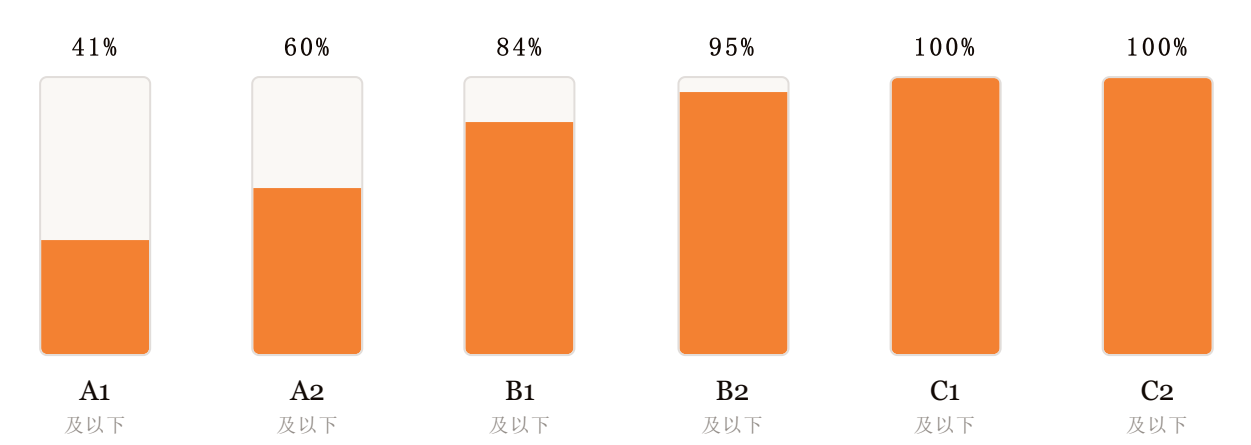
n. 动机

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 203 词按 CEFR 难度累积覆盖

全文去重后共 **203** 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 10 个·约 5%。



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 203 个·末柱为 100%

去重总词数

203

B2 以上难词

5%

B1 及以下覆盖

84%

英语六级 2015年6月·第2套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	本题
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第2套英语六级汉译英（段落翻译）·客观介绍汉朝的历史与成就 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2015年6月·第2套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第2套(2015-06) • 六级

Part IV

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

汉朝是中国历史上最重要的朝代之一。汉朝统治期间有很多显著的成就。它最先向其他文化敞开大门,对外贸易兴旺。汉朝开拓的丝绸之路通向了中西亚乃至罗马。各类艺术一派繁荣,涌现了很多文学、历史、哲学巨著。公元100年中国第一部字典编纂完成,收入9000个字,提供释义并列举不同的写法。其间,科技方面也取得了很大进步,发明了纸张、水钟、日晷(sundials)以及测量地震的仪器。汉朝历经400年,但统治者的腐败最终导致了它的灭亡。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

The Han Dynasty was one of the most important dynasties in Chinese history. There were many remarkable achievements during its reign. It was the first to open its doors to other cultures, and foreign trade flourished. The Silk Road, which was opened up by the Han Dynasty, led to Central and Western Asia and even Rome. Various forms of art flourished, and many great works of literature, history and philosophy were produced. In 100 AD, China's first dictionary was completed, containing 9,000 characters, providing definitions and listing different ways of writing. During this period, science and technology also made great progress, and paper, water clocks, sundials and instruments for measuring earthquakes were invented. The Han Dynasty lasted for about 400 years, but the corruption of its rulers eventually led to its fall.

【衔接】第2句承接：用 its 回指汉朝

第2句 汉朝统治期间有很多显著的成就 紧接第1句，若再写 the Han Dynasty's reign 会重复，改用 during its reign，用 its 承接上句主语，自然不啰嗦。

第3句承接：用 It 接住主语

第3句 它最先向其他文化敞开大门 的'它'直接译 It，承接前两句的 the Han Dynasty，读者一眼知道指谁，无需重提专名。

第7句衔接：补 During this period 显时间承接

第7句 其间，科技方面也取得了很大进步 的'其间'用 During this period 显化，把'汉朝这段时间'与上文承接起来，并用 also 呼应前面列举的诸多成就，表'除此之外科技也...'。

末句衔接：but 收出转折落点

末句用 but 把'延续四百年'与'最终灭亡'的转折显化（汉朝历经400年，但统治者的腐败最终导致了它的灭亡），给整篇一个清楚的逻辑收尾，避免戛然而止。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】客观介绍汉朝的历史与成就

全段是对一个已经消亡的历史朝代的客观介绍：开篇 汉朝是中国历史上最重要的朝代之一 给出定位，随后罗列贸易、丝绸之路、艺术、字典、科技等成就，结尾 汉朝历经400年，但统治者的腐败最终导致了它的灭亡 收束。语体是历史叙述 / 文化介绍，全程在讲一个过去存在、如今已不存在的朝代发生过的事。

【时态】一般过去时

全篇讲的是一个早已灭亡的朝代，其成就、贸易、发明都发生在过去且已结束，不是延续到今天的现状。结尾 统治者的腐败最终导致了它的灭亡 更直接锁定了'过去且已终结'，故全篇以一般过去时为基调，而非介绍现存事物常用的一般现在时。

【译法】汉朝

统一译 the Han Dynasty，约定俗成的专名译法，每次出现都用同一写法、首字母大写、带定冠词 the。对应 汉朝是中国历史上最重要的朝代之一，全篇'汉朝/它'反复出现，定死译名可避免一会儿 Han Dynasty 一会儿 the Han 的不统一。

丝绸之路

统一译 the Silk Road，约定俗成的固定译名，首字母大写、带 the。对应 汉朝开拓的丝绸之路通向了中西亚乃至罗马，不要直译成 the road of silk。

中西亚

译 Central and Western Asia，意译，地区名首字母大写。对应 丝绸之路通向了中西亚乃至罗马，'乃至罗马'用 and even Rome 表递进。

日晷

原文标注了英文 sundials，直接采用 sundials（复数，泛指这类仪器）。对应 日晷(sundials)，题面已给出译法，照用即可，不必另造词。

1. 汉朝是中国历史上最重要的朝代之一。

【主干】 汉朝 是 朝代之一 (主语策略: 原句主语)

中文主语明确, 直接用 The Han Dynasty 作主语, '是'对应系动词 was, 表语是 one of the most important dynasties。对应 汉朝是中国历史上最重要的朝代之一, 这是个标准的'A 是 B 之一'判断句。

【降级】 本就是简单句, 无需降级

整句只有一个判断关系, 没有多余分句要安放, 直接平铺即可: one of the most important dynasties in Chinese history, '中国历史上'用介词短语 in Chinese history 后置。

【语法】 时态

回指全篇基调用一般过去时, be 用 was; 汉朝已消亡, 说它'曾是'最重要朝代之一, 对应 汉朝是中国历史上最重要的朝代之一。

单复数

'朝代之一'里 of 后名词必为复数 dynasties; 主语 The Han Dynasty 是单数, 故 be 用 was 而非 were。

【译文】 The Han Dynasty was one of the most important dynasties in Chinese history.

2. 汉朝统治期间有很多显著的成就。

【主干】 存在'很多成就'用 There were (主语策略: There be)

中文'有很多...成就'是表存在, 没有真正的施动主语, 用 There be 句型最自然: There were many remarkable achievements。对应 汉朝统治期间有很多显著的成就, '有'对应 there were。

【降级】 '统治期间'降级成时间状语

'汉朝统治期间'不是主干, 降级成介词短语状语 during its reign / during the Han Dynasty 放句末; 主干只保留 There were many remarkable achievements。

【语法】 时态

回指全篇基调用一般过去时, There be 用 There were。

主谓一致

There be 的 be 跟其后名词的单复数走: achievements 是复数, 故用 were 而非 was。

指代

为避免重复'汉朝', '其统治期间'用 during its reign, its 指代上句 The Han Dynasty。

【译文】 There were many remarkable achievements during its reign.

3. 它最先向其他文化敞开大门, 对外贸易兴旺。

【主干】 它 敞开 大门 (主语策略: 原句主语)

前半分句主语是'它' (指汉朝), 译 It, 谓语'敞开大门'译 opened its doors, 宾语 doors。对应 它最先向其他文化敞开大门, '它'承接上文 the Han Dynasty。

【降级】两个分句拆解：主干 + 结果分句

'它最先向其他文化敞开大门'作主干 It was the first to open its doors to other cultures; 后半'对外贸易兴旺'是另一套主谓（贸易+兴旺），用 and 连成并列分句 and foreign trade flourished，二者是先后/因果关系，'最先'用 was the first to do 译出。

【语法】时态

回指全篇基调用一般过去时：opened、flourished 均用过去式，was the first 用 was。

单复数

'其他文化'指多种文化，用复数 other cultures；'大门'用复数 doors（敞开'大门'习惯用 doors）。

介词搭配

'向...敞开大门'固定搭配 open one's doors to...，介词用 to。

【译文】 It was the first to open its doors to other cultures, and foreign trade flourished.

4. 汉朝开拓的丝绸之路通向了中国乃至罗马。

【主干】丝绸之路 通向 中西亚和罗马（主语策略：原句主语）

句子真正的主语是'丝绸之路'（不是'汉朝'），谓语'通向'译 led，宾语是 Central and Western Asia and even Rome。对应 汉朝开拓的丝绸之路通向了中国乃至罗马，'汉朝开拓的'只是修饰'丝绸之路'的定语。

【降级】'汉朝开拓的'降级成定语从句

'汉朝开拓的'是'丝绸之路'的修饰语，降级成定语从句 which the Han Dynasty opened up（或过去分词 opened up by the Han Dynasty）后置修饰 the Silk Road；主干保留 The Silk Road led to...；'乃至罗马'用 and even Rome 表递进。

【语法】时态

回指全篇基调用一般过去时：主句 led 用过去式，定语从句 opened up 也用过去式。

介词搭配

'通向...'用 lead to...，介词 to 不能省；过去式为 led to。

专名统一

'丝绸之路'统一用 the Silk Road（见 glossary），首字母大写、带 the。

【译文】 The Silk Road, which was opened up by the Han Dynasty, led to Central and Western Asia and even Rome.

5. 各类艺术一派繁荣，涌现了很多文学、历史、哲学巨著。

【主干】艺术 繁荣；巨著 涌现（主语策略：原句主语）

前半'各类艺术一派繁荣'主语是 Various forms of art，谓语 flourished；后半'涌现了很多...巨著'可补主语或转存在句，主干 many great works... emerged / appeared。对应 各类艺术一派繁荣，涌现了很多文学、历史、哲学巨著。

【降级】 '涌现巨著'转成被动 were produced

'涌现了很多...巨著'隐含'（这一时期）产出了很多巨著'，可处理成被动 many great works of literature, history and philosophy were produced, 或用 emerged 作不及物。两分句用 and 连接：Various forms of art flourished, and many great works... were produced, '一派繁荣'用 flourished 一词到位。

【语法】 时态语态

回指全篇基调用一般过去时；'涌现巨著'用过去被动 were produced（产出者不明，用被动）。

单复数

'各类艺术'用 various forms of art；'很多巨著'用复数 many great works；并列名词 literature, history and philosophy 为不可数学科名，不加复数也不加冠词。

并列连词

三项并列'文学、历史、哲学'最后两项间用 and：literature, history and philosophy，前面用逗号。

【译文】 Various forms of art flourished, and many great works of literature, history and philosophy were produced.

6. 公元100年中国第一部字典编纂完成,收入9000个字,提供释义并列举不同的写法。

【主干】 字典 被编纂完成（主语策略：转被动）

'字典编纂完成'的施动者（编者）不重要，把承受者'第一部字典'提作主语用被动：China's first dictionary was completed / compiled。对应 公元100年中国第一部字典编纂完成，'编纂完成'是被人完成的，故转被动。

【降级】 '收入/提供/列举'三动作降级成分词

主干 China's first dictionary was completed in 100 AD；后面'收入9000个字'提供释义'列举不同的写法'是字典的三个特征，降级成现在分词状语 containing 9,000 characters, providing definitions and listing different ways of writing，挂在主干后。'公元100年'用 in 100 AD 作时间状语。

【语法】 时态语态

回指全篇基调用一般过去时被动：was completed；分词不随时态变，用现在分词 containing/providing/listing 表主动伴随。

数字与单位

'9000个字'写 9,000 characters, character 加复数 -s；公元用 AD，'公元100年'写 in 100 AD。

并列结构一致

三个分词须形式一致并列：containing..., providing... and listing..., 最后两项间用 and。

【译文】 In 100 AD, China's first dictionary was completed, containing 9,000 characters, providing definitions and listing different ways of writing.

7. 其间,科技方面也取得了很大进步,发明了纸张、水钟、日晷(sundials)以及测量地震的仪器。

【主干】科技取得进步 (主语策略: 原句主语)

主语取'科技/科学技术' science and technology, 谓语'取得进步'译 made great progress (或 great progress was made)。对应 科技方面也取得了很大进步, '方面'是范围词, '其间'是时间状语。

【降级】'发明了...仪器'转被动分句承接

前半 Science and technology also made great progress 作主干; 后半'发明了...'施动者不明, 转被动并列分句 and paper, water clocks, sundials and instruments for measuring earthquakes were invented; '测量地震的仪器'用 instruments for measuring earthquakes, '的'降级成 for + doing 后置定语。'其间'用 During this period 句首状语。

【语法】时态语态

回指全篇基调用一般过去时: made 过去式; '发明了...'承受者多、施动者不明, 用过去被动 were invented。

单复数

并列发明物多为可数: water clocks、sundials、instruments 均用复数; paper 不可数不加 -s; sundials 照用题面所给写法。

并列与连词

四项并列 paper, water clocks, sundials and instruments..., 最后两项间用 and; 被动谓语 were invented 跟复数主语一致。

【译文】 During this period, science and technology also made great progress, and paper, water clocks, sundials and instruments for measuring earthquakes were invented.

8. 汉朝历经400年,但统治者的腐败最终导致了它的灭亡。

【主干】汉朝历经400年; 腐败导致灭亡 (主语策略: 原句主语)

前半主语 The Han Dynasty, 谓语'历经'译 lasted; 后半主语是'统治者的腐败' the corruption of its rulers, 谓语'导致'译 led to, 宾语'它的灭亡' its fall。对应 汉朝历经400年, 但统治者的腐败最终导致了它的灭亡, '但'是转折。

【降级】'但'转折用 but 连接两分句

两分句是转折关系(延续四百年 vs 最终灭亡), 用 but 连接: The Han Dynasty lasted for about 400 years, but the corruption of its rulers eventually led to its fall。'最终'用 eventually / finally 作状语。

【语法】时态

回指全篇基调用一般过去时: lasted、led 均用过去式, 整段以这句的灭亡收束, 过去时贯穿到底。

介词搭配

'历经/持续400年'用 last for + 时段; '导致'用 lead to (led to); '它的灭亡'用 its fall / decline, its 指代汉朝。

指代

'它的灭亡'里 its 指代 the Han Dynasty, 避免重复专名。

【译文】 The Han Dynasty lasted for about 400 years, but the corruption of its rulers eventually led to its fall.

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