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六级·真题卷第1套·2015年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay based on the picture below. You should focus on **the harm caused by misleading information online**. You are required to write at least 150 words but no more than 200 words.



“I just feel unfortunate to live in a world with so much misleading information!”

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) Touch his heart.
B) Make him cry.
C) Remind him of his life.
D) Make him feel young.
2. A) He is good at singing operas.
B) He enjoys complicated music.
C) He can sing any song if he likes it.
D) He loves country music in particular.

3. A) He can't do such a complicated piece of music as the opera.
B) He can't sing a song that he doesn't like.
C) He can't concentrate on his singing sometimes.
D) He can't play musical instrument while singing.
4. A) Go to a bar and drink for hours.
B) Go to an isolated place to sing blues.
C) Go to see a performance in a concert hall.
D) Go to work and wrap himself up in music.

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

5. A) How he became an announcer.
B) How he writes news stories.
C) How he makes his living.
D) How he does his job.
6. A) They write the first version of news stories.
B) They gather news stories on the spot.
C) They polish incoming news stories.
D) They write comments on major news stories.
7. A) Reading through the news stories in a given period of time.
B) Having little time to read the news before going on the air.
C) Having to change the tone of his voice from time to time.
D) Getting all the words and phrases pronounced correctly.
8. A) It shows where advertisements come in.
B) It gives a signal for him to slow down.
C) It alerts him to something important.
D) It serves as a reminder of sad news.

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 11 are based on the passage you have just heard.

9. A) They offer students a wide variety of courses.
B) They attract students from all over the world.
C) They admit more students than they can handle.
D) They have trouble dealing with overseas students.

10. A) Everyone will benefit from education sooner or later.
B) A good education contributes to the prosperity of a nation.
C) A good education is necessary for one to climb the social ladder.
D) Everyone has a right to an education appropriate to his potential.
11. A) He likes students with high motivation.
B) He enjoys teaching intelligent students.
C) He tailors his teaching to students' needs.
D) He treats all his students in a fair manner.

Questions 12 to 15 are based on the passage you have just heard.

12. A) It is mostly imported from the Middle East.
B) It is a sure indicator of its economic activity.
C) It has a direct impact on the international oil market.
D) It equals more than 30 million barrels of oil each day.
13. A) It eventually turns into heat.
B) It is used in a variety of forms.
C) Its use is chiefly responsible for air pollution.
D) Part of it is lost in the process of transmission.
14. A) When it is used in rural areas.
B) When it is environment-friendly.
C) When it operates at near capacity.
D) When it operates at regular times.
15. A) Traffic jams in cities.
B) Inefficient use of energy.
C) Fuel shortage.
D) Global warming.

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) Smelling scented candles.
B) Setting an alarm for waking up.
C) Talking with your parents often.
D) Listening to an upsetting song.

17. A) Handle the overwhelming unopened mail and tiny tasks within one minute.
B) Do anything that can be done in less than one minute without delay.
C) Do everything that can't be done in a minute within one minute.
D) Documents must be printed out and filed within one minute.
18. A) Strict habits.
B) Positive attitude.
C) Hard rules.
D) Decision-making methods.

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

19. A) It takes great pains for a person to be very rich.
B) Not Everyone wants to be too rich.
C) A person will never be satisfied with his wealth.
D) A person will never have the feeling of being wealthy.
20. A) Introducing a topic.
B) Telling a joke.
C) Making a complaint.
D) Making a decision.
21. A) They were well paid by the German government.
B) They gathered mostly in London during the war.
C) They didn't provide any valuable information for Germany.
D) They worked for both their own country and their enemies.
22. A) Some common chicken food in America.
B) The living and working conditions of Americans.
C) The German and British spies in World War Two.
D) Some expressions related to money.

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

23. A) The husband is the head of the household.
B) The husband usually makes big decisions.
C) The wife lives within her husband's income.
D) The wife works and does two kinds of jobs.
24. A) Their mother would help them to get ready for school and to make their breakfast.
B) They had to help their mother and father to take care of their younger sisters and brothers.
C) Their mother had to get up early in the morning to drive them to school.
D) They were spoiled by their parents and didn't want to go to school.

25. A) The roles of the father, mother, and children have changed.
 B) An increasing number of women work outside the home.
 C) Changes have taken place in the structure of an American family.
 D) The increasingly rapid pace of life makes people under greater pressure.

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.

According to a report from the Harvard School of Public Health, many everyday products, including some bug sprays and cleaning fluids, could lead to an increased risk of brain and behavioral disorders in children. The developing brain, the report says, is particularly 26 to the toxic effects of certain chemicals these products may contain, and the damage they cause can be 27 .

The official policy, however, is still evolving. Health and environmental 28 have long urged US government agencies to 29 the use of some of the 11 chemicals the report cites and called for more studies on their long-term effects. In 2001, for example, the Environmental Protection Agency 30 the type and amount of lead that could be present in paint and soil in homes and child-care 31 , after concerns were raised about lead poisoning. The agency is now 32 the toxic effects of some of the chemicals in the latest report.

But the threshold for regulation is high. Because children's brain and behavioral disorders, like hyperactivity and lower grades, can also be linked to social and genetic factors, it's tough to pin them on exposure to specific chemicals with solid 33 evidence, which is what the EPA requires. Even the Harvard study did not prove a direct 34 but noted strong associations between exposure and risk of behavioral issues.

Nonetheless, it's smart to 35 caution. While it may be impossible to prevent kids from drinking tap water that may contain trace amounts of chemicals, keeping kids away from lawns recently sprayed with chemicals and freshly dry-cleaned clothes can't hurt.

- | | |
|------------------|----------------|
| A) advocates | I) particles |
| B) compact | J) permanent |
| C) correlation | K) restricted |
| D) exercise | L) simulating |
| E) facilities | M) statistical |
| F) interaction | N) tighten |
| G) investigating | O) vulnerable |
| H) overwhelmed | |

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**.

The Impossibility of Rapid Energy Transitions

- A) Politicians are fond of promising rapid energy transitions. Whether it is a transition from imported to domestic oil or from coal-powered electricity production to natural-gas power plants, politicians love to talk big. Unfortunately for them (and often the taxpayers), our energy systems are a bit like an aircraft carrier: they are unbelievably expensive, they are built to last for a very long time, they have a huge amount of inertia (meaning it takes a lot of energy to set them moving), and they have a lot of momentum once they are set in motion. No matter how hard you try, you can't turn something that large on a dime(10美分硬币), or even a few thousand dimes.
- B) In physics, moving objects have two characteristics relevant to understanding the dynamics of energy systems: inertia and momentum. Inertia is the resistance of objects to efforts to change their state of motion. If you try to push a boulder(大圆石), it pushes you back. Once you have started the boulder rolling, it develops momentum, which is defined by its mass and velocity. Momentum is said to be "conserved," that is, once you build it up, it has to go somewhere. So a heavy object, like a football player moving at a high speed, has a lot of momentum—that is, once he is moving, it is hard to change his state of motion. If you want to change his course, you have only a few choices: you can stop him, transferring (possibly painfully) some of his kinetic energy(动能) to your own body, or you can approach alongside and slowly apply pressure to gradually alter his course.
- C) But there are other kinds of momentum as well. After all, we don't speak only of objects or people as having momentum; we speak of entire systems having momentum. Whether it's a sports team or a presidential campaign, everybody relishes having the big momentum, because it makes them harder to stop or change direction.
- D) One kind of momentum is technological momentum. When a technology is deployed, its impacts reach far beyond itself. Consider the incandescent(白炽灯的) bulb, an object currently hated by many environmentalists and energy-efficiency advocates. The incandescent light bulb, invented by Thomas Edison, which came to be the symbol of inspiration, has been developed into hundreds, if not thousands, of forms. Today, a visit to a lighting store reveals a stunning array of choices. There are standard-shaped bulbs, flame-shaped bulbs, colored globe-shaped bulbs, and more. It is quite easy, with all that choice, to change a light bulb.
- E) But the momentum of incandescent lighting does not stop there. All of those specialized bulbs led to the building of specialized light fixtures, from the desk lamp you study by, to the ugly but beloved hand-painted Chinese lamp you inherited from your grandmother, to the ceiling fixture in your closet, to the light in your oven or refrigerator, and to the light that the dentist points at you. It is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture.
- F) And there is more to the story, because not only are the devices that house incandescent bulbs shaped to their underlying characteristics, but rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows.
- G) As lighting expert Howard Brandston points out, "Generally, there are no bad light sources, only bad applications." There are some very commendable characteristics of the CFL [compact fluorescent(荧光的)]

light bulb], yet the selection of any light source remains inseparable from the luminaire(照明装置) that houses it, along with the space in which both are installed, and lighting requirements that need to be satisfied. The lamp, the fixture, and the room, all three must work in concert and for the true benefits of end-users. If the CFL should be used for lighting a particular space, or an object within that space, the fixture must be designed to work with that lamp, and that fixture with the room. It is a symbiotic(共生的) relationship. A CFL cannot be simply installed in an incandescent fixture and then expected to produce a visual appearance that is more than washed out, foggy, and dim. The whole fixture must be replaced—light source and luminaire—and this is never an inexpensive proposition.

- H) And Brandston knows a thing or two about lighting, being the man who illuminated the Statue of Liberty.
- I) Another type of momentum we have to think about when planning for changes in our energy systems is labor-pool momentum. It is one thing to say that we are going to shift 30 percent of our electricity supply from, say, coal to nuclear power in 20 years. But it is another thing to have a supply of trained talent that could let you carry out this promise. That is because the engineers, designers, regulators, operators, and all of the other skilled people needed for the new energy industry are specialists who have to be trained first (or retrained, if they are the ones being laid off in some related industry), and education, like any other complicated endeavor, takes time. And not only do our prospective new energy workers have to be trained, they have to be trained in the right sequence. One needs the designers, and perhaps the regulators, before the builders and operators, and each group of workers in training has to know there is work waiting beyond graduation. In some cases, colleges and universities might have to change their training programs, adding another layer of difficulty.
- J) By far the biggest type of momentum that comes into play when it comes to changing our energy systems is economic momentum. The major components of our energy systems, such as fuel production, refining, electrical generation and distribution, are costly installations that have lengthy life spans. They have to operate for long periods of time before the costs of development have been recovered. When investors put up money to build, say, a nuclear power plant, they expect to earn that money back over the planned life of the plant, which is typically between 40 and 60 years. Some coal power plants in the United States have operated for more than 70 years! The oldest continuously operated commercial hydro-electric plant in the United States is on New York's Hudson River, and it went into commercial service in 1898.
- K) As Vaclav Smil points out, "All the forecasts, plans, and anticipations cited above have failed so miserably because their authors and promoters thought the transitions they hoped to implement would proceed unlike all previous energy transitions, and that their progress could be accelerated in an unprecedented manner."
- L) When you hear people speaking of making a rapid transition toward any type of energy, whether it is a switch from coal to nuclear power, or a switch from gasoline-powered cars to electric cars, or even a switch from an incandescent to a fluorescent light, understanding energy system inertia and momentum can help you decide whether their plans are feasible.
36. Not only moving objects and people but all systems have momentum.
37. Changing the current energy system requires the systematic training of professionals and skilled labor.
38. Changing a light bulb is easier than changing the fixture housing it.
39. Efforts to accelerate the current energy transitions didn't succeed as expected.
40. To change the light source is costly because you have to change the whole fixture.

41. Energy systems, like an aircraft carrier set in motion, have huge momentum.
42. The problem with lighting, if it arises, often doesn't lie in light sources but in their applications.
43. The biggest obstacle to energy transition is that the present energy system is too expensive to replace.
44. The application of a technology can impact areas beyond itself.
45. Physical characteristics of moving objects help explain the dynamics of energy systems.

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.

One hundred years ago, "Colored" was the typical way of referring to Americans of African descent. Twenty years later, it was purposefully dropped to make way for "Negro." By the late 1960s, that term was overtaken by "Black." And then, at a press conference in Chicago in 1988, Jesse Jackson declared that "African American" was the term to embrace. This one was chosen because it echoed the labels of groups, such as "Italian Americans" and "Irish Americans," that had already been freed of widespread discrimination.

A century's worth of calculated name changes points to the fact that naming any group is a politically freighted exercise. A 2001 study cataloged all the ways in which the term "Black" carried connotations(涵义) that were more negative than those of "African American."

But if it was known that "Black" people were viewed differently from "African Americans," researchers, until now, hadn't identified what that gap in perception was derived from. A recent study, conducted by Emory University's Erika Hall, found that "Black" people are viewed more negatively than "African Americans" because of a perceived difference in socioeconomic status. As a result, "Black" people are thought of as less competent and as having colder personalities.

The study's most striking findings shed light on the racial biases permeating the professional world. Even seemingly harmless details on a resume, it appears, can tap into recruiters' biases. A job application might mention affiliations with groups such as the "Wisconsin Association of African-American Lawyers" or the "National Black Employees Association," the names of which apparently have consequences, and are also beyond their members' control.

In one of the study's experiments, subjects were given a brief description of a man from Chicago with the last name Williams. To one group, he was identified as "African-American," and another was told he was "Black." With little else to go on, they were asked to estimate Mr. Williams's salary, professional standing, and educational background.

The "African-American" group estimated that he earned about \$37,000 a year and had a two-year college degree. The "Black" group, on the other hand, put his salary at about \$29,000, and guessed that he had only "some" college experience. Nearly three-quarters of the first group guessed that Mr. Williams worked at a managerial level, while only 38.5 percent of the second group thought so.

Hall's findings suggest there's an argument to be made for electing to use "African American," though one can't help but get the sense that it's a decision that papers over the urgency of continued progress. Perhaps a new phrase is needed, one that can bring everyone one big step closer to realizing Du Bois's original, idealistic hope: "It's not the name—it's the Thing that counts."

46. Why did Jesse Jackson embrace the term "African American" for people of African descent?

- A) It is free from racial biases.
- B) It represents social progress.
- C) It is in the interest of common Americans.
- D) It follows the standard naming practice.

47. What does the author say about the naming of an ethnic group?

- A) It advances with the times.
- B) It is based on racial roots.
- C) It merits intensive study.
- D) It is politically sensitive.

48. What do Erika Hall's findings indicate?

- A) Racial biases are widespread in the professional world.
- B) Many applicants don't attend to details on their resumes.
- C) Job seekers should all be careful about their affiliations.
- D) Most recruiters are unable to control their racial biases.

49. What does Erika Hall find in her experiment about a man with the last name Williams?

- A) African Americans fare better than many other ethnic groups.
- B) Black people's socioeconomic status in America remains low.
- C) People's conception of a person has much to do with the way he or she is labeled.
- D) One's professional standing and income are related to their educational background.

50. What is Dr. Du Bois's ideal?

- A) All Americans enjoy equal rights.
- B) A person is judged by their worth.
- C) A new term is created to address African Americans.
- D) All ethnic groups share the nation's continued progress.

Passage Two

Questions 51 to 55 are based on the following passage.

Across the board, American colleges and universities are not doing a very good job of preparing their students for the workplace or their post-graduation lives. This was made clear by the work of two sociologists, Richard Arum and Josipa Roksa. In 2011 they released a landmark study titled "Academically Adrift," which documented the lack of intellectual growth experienced by many people enrolled in college. In particular, Arum and Roksa found, college students were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy and to lead our nation in a time of complex challenges and dynamic change.

Arum and Roksa placed the blame for students' lack of learning on a watered-down college curriculum and lowered undergraduate work standards. Although going to college is supposed to be a full-time job, students spent, on average, only 12 to 14 hours a week studying and many were skating through their semesters without doing a significant amount of reading and writing. Students who take more challenging classes and spend more time studying do learn more. But the priorities of many undergraduates are with extracurricular activities, playing sports, and partying and socializing.

Laura Hamilton, the author of a study on parents who pay for college, will argue in a forthcoming book that college administrations are overly concerned with the social and athletic activities of their students. In *Paying for the Party*, Hamilton describes what she calls the "party pathway," which eases many students through college, helped along by various clubs that send students into the party scene and a host of easier majors. By sanctioning this watered-down version of college, universities are "catering to the social and educational needs of wealthy students at the expense of others" who won't enjoy the financial backing or social connections of richer students once they graduate.

These students need to build skills and knowledge during college if they are to use their degrees as a stepping-stone to middle-class mobility. But more privileged students must not waste this opportunity either. As recent graduates can testify, the job market isn't kind to candidates who can't demonstrate genuine competence, along with a well-cultivated willingness to work hard. Nor is the global economy forgiving of an American workforce with increasingly weak literacy, math and science abilities. College graduates will still fare better than those with only a high school education, of course. But a university degree unaccompanied by a gain in knowledge or skills is an empty achievement indeed. For students who have been coasting through college, and for American universities that have been demanding less work, offering more attractions and charging higher tuition, the party may soon be over.

51. What is Arum and Roksa's finding about higher education in America?

- A) It aims at stimulating the intellectual curiosity of college students.
- B) It fails to prepare students to face the challenges of modern times.
- C) It has experienced dramatic changes in recent years.
- D) It has tried hard to satisfy students' various needs.

52. What is responsible for the students' lack of higher-level skills?

- A) The diluted college curriculum.
- B) The boring classroom activities.
- C) The absence of rigorous discipline.
- D) The outdated educational approach.

53. What does Laura Hamilton say about college administrations?

- A) They fail to give adequate help to the needy students.
- B) They tend to offer too many less challenging courses.
- C) They seem to be out of touch with society.
- D) They prioritize non-academic activities.

54. What can be learned about the socially and financially privileged students?

- A) They tend to have a sense of superiority over their peers.
- B) They can afford to choose easier majors in order to enjoy themselves.
- C) They spend a lot of time building strong connections with businesses.
- D) They can climb the social ladder even without a degree.

55. What does the author suggest in the last paragraph?

- A) American higher education has lost its global competitiveness.
- B) People should not expect too much from American higher education.
- C) The current situation in American higher education may not last long.
- D) It will take a long time to change the current trend in higher education.

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**.

在中国,父母总是竭力帮助孩子,甚至为孩子做重要决定,而不管孩子想要什么,因为他们相信这样做是为孩子好。结果,孩子的成长和教育往往屈从于父母的意愿。如果父母决定为孩子报名参加一个课外班,以增加其被重点学校录取的机会,他们会坚持自己的决定,即使孩子根本不感兴趣。然而在美国,父母很可能会尊重孩子的意见,并在决策时更注重他们的意见。中国父母十分重视教育或许值得称赞。然而,他们应向美国父母学习在涉及教育时如何平衡父母与子女间的关系。

2015年12月·第1套英语六级写作（大作文）·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12月·第1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）、真题配图连续排印。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1套(2015-12) • 六级

Part I

Directions: For this part, you are allowed 30 minutes to write a short essay based on the picture below. You should focus on **the harm caused by misleading information online**. You are required to write at least 150 words but no more than 200 words.



“I just feel unfortunate to live in a world with so much misleading information!”

【参考范文·186词】 写作无唯一标准答案，以下为达标示范

As is vividly depicted in the cartoon, a man sitting at his desk in front of a computer complains to a woman by the door, "I just feel unfortunate to live in a world with so much misleading information!" Simple as it is, the drawing conveys a thought-provoking message about how false and misleading content online has become an inescapable part of our daily lives.

The picture points to the alarming harm that misleading information does to modern society. To begin with, false content distorts people's judgment: readers who trust unverified rumors may make wrong decisions about their health, money or safety. Furthermore, when lies spread faster than facts, public trust in media and

institutions is gradually undermined, leaving society more divided. Worse still, sensational fake news can trigger needless panic, as groundless claims once drove crowds to panic-buy daily necessities.

In view of the above, it is high time that we took online misinformation seriously. Individuals should verify information before sharing it, and platforms ought to filter out false content responsibly. Only in this way can we enjoy a cleaner and more trustworthy online world.

【参考译文】

正如漫画生动描绘的那样，一个坐在办公桌前电脑旁的男人对门口的一位女士抱怨道：“我只是觉得，生活在一个充斥着如此多误导信息的世界里真是不幸！”画面虽简单，却传达出一个发人深省的信息——网络上虚假与误导的内容已经成为我们日常生活中无从躲避的一部分。

这幅画指向了误导信息给现代社会带来的令人警惕的危害。首先，虚假内容会扭曲人们的判断：轻信未经核实谣言的人，可能在健康、金钱或安全等问题上做出错误的决定。其次，当谎言比事实传播得更快，公众对媒体和机构的信任便被逐步侵蚀，社会也更加撕裂。更糟的是，耸人听闻的假新闻会引发不必要的恐慌，正如毫无根据的传言曾促使人群抢购囤积日用品。

鉴于以上种种，我们该认真对待网络误导信息了。个人应在转发信息前先加以核实，平台也应负责任地过滤虚假内容。唯有如此，我们才能享有一个更干净、更值得信赖的网络世界。

【第 1 段】描述加引申落地。本段用 *As is vividly depicted in the cartoon* 起笔白描，转述台词后以 *Simple as it is, the drawing conveys a thought-provoking message about...* 由画转意，完成 outline 第一段‘描述画面并点寓意’的功能，描述克制、引申点在‘误导信息泛滥’上。

【第 2 段】三层信号词递进。本段以 *The picture points to the alarming harm* 总起，再用 *To begin with / Furthermore / Worse still* 领起个人决策、公众信任、社会恐慌三层，每层配理由或抢购囤货的实例，落实第二段‘分层分析危害’且句句扣紧 *harm*。

【第 3 段】表态对策再升华。本段用 *it is high time that we took... seriously* 表态，*Individuals should... and platforms ought to...* 分主体给对策，末句 *Only in this way can we...* 升华，完成第三段‘表态并给对策’的收束功能。

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、读懂配图，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

只写误导信息的危害

本题要写的不是网络的好与坏，而是被明确限定的一个角度：You should focus on the harm caused by misleading information online。也就是全篇围绕 harm 展开，配图只是引子，评论的落点始终是 the harm caused by misleading information online。

读者 · 语域

面向阅卷人的正式书面语

本题是无具体收信人的看图议论文，读者就是阅卷老师，用正式书面语即可：不用口语缩写、不用第二人称说教，多用第三人称客观陈述与规范连接词，保持学术议论的语域。

配图要读出

抱怨台词即讽刺靶心

画面事实：一个男人坐在办公桌前的电脑旁，对着门口拿杯子的女人抱怨。关键素材是他那句台词 I just feel unfortunate to live in a world with so much misleading information!——这句抱怨正是引申点：它折射出网络世界误导信息之多、之令人无奈，把它接到‘危害’上就切题了。

中心立意

误导信息危害深远

中心论点：网络上泛滥的 misleading information 正在多层面地损害个人判断与社会秩序，即漫画所指的 the harm caused by misleading information online 绝非小事，值得警惕。

要展开的要点

1. 误导个人决策

第一条危害落在个人：轻信未经核实的谣言会扭曲判断，让人在健康、金钱、安全等大事上做出错误决定。

2. 侵蚀公众信任

第二条危害落在社会：当假消息比真相传得更快，公众对媒体与机构的信任被逐步 undermine，社会更加撕裂。

3. 引发无谓恐慌

第三条危害落在秩序：耸动的假新闻会触发不必要的恐慌，例如毫无根据的传言引发抢购囤货，扰乱正常生活。

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一一对应。

第 1 段 描述画面并点寓意

两三句白描漫画：人物、动作、那句台词 I just feel unfortunate to live in a world with so much misleading information!，随即一句点出它象征误导信息在网络上泛滥。

第 2 段 分层分析危害

全段紧扣 the harm caused by misleading information online，按误导个人决策、侵蚀公众信任、引发无谓恐慌三层递进展开，每层给理由或例子。

第 3 段 表态并给对策

收束全文：表明应重视这一危害，从个人核实、平台过滤两方面给出简短建议，最后升华到营造更可信的网络环境。

第 1 段 转述台词后点隐喻

落到本题：描出男人坐在电脑前对门口女子抱怨那句 I just feel unfortunate to live in a world with so much misleading information!，随即点明这声无奈的抱怨象征着网络上虚假误导信息已多到让人躲不开。

开篇描述句架 · As is vividly depicted in the cartoon, + 谁在何处做什么 + (引述人物的话). 空位填漫画画面与台词。

由画转意句架 · Simple as it is, the drawing conveys a thought-provoking message about + 图画影射的社会现象. 空位填本题要引申的‘误导信息泛滥’。

第 2 段 决策—信任—恐慌三害

本段三层落点：一是误导信息扭曲个人判断、导致健康金钱上的错误决策；二是假消息传得比真相快、逐步 undermine 公众对媒体与机构的信任；三是耸动假新闻引发恐慌，如无根据传言引发抢购，紧扣 the harm caused by misleading information online。

危害总起句架 · The picture points to the alarming harm that + 主题 + does to modern society. 空位填本题主题 misleading information。

分层信号词句架 · To begin with, + 第一层危害. Furthermore, + 第二层危害. Worse still, + 第三层危害. 用信号词把三层危害串起。

举例支撑句架 · ..., as + 一个具体事例（常见现象或数据）. 空位填能佐证该层危害的实例，如抢购囤货。

第3段 个人核实平台过滤

本段落点：呼吁正视误导信息的危害；个人层面在相信或转发前先核实信息，平台层面负责过滤虚假内容；最后升华到共同营造更干净可信的网络世界。

表态收束句架 · In view of the above, it is high time that we + 过去式动词 + ... seriously.
空位填‘重视这一危害’。

分主体对策句架 · Individuals should + 个人该做的, and platforms/the government
ought to + 机构该做的. 分两个主体给出建议。

唯一途径升华句架 · Only in this way can we + 理想结果. 空位填‘享有更可信的网络环境’。

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 全篇锁死 harm

达标要点：紧扣 You should focus on the harm caused by misleading information online，描述与三层分析都指向 harm；最易失分是把中段写成网络的好处与坏处，一旦出现‘便利/娱乐’类内容即为跑题。

结构连贯 描述引申要接上

达标要点：第一段描述与引申之间用 Simple as it is 过渡，第二段三层用信号词串联；最易失分是只描述不评论或只评论不描述，破坏‘描述+引申’框架，接缝一断连贯分就掉。

语言准确

危害词组用准

达标要点：备好并用对 misleading information、rumor、undermine trust、trigger panic 等主题词组，避免中式直译；最易失分是搭配错或时态乱，例如把 undermine 误搭成 damage the trust down 这类生造。

字数格式

卡死区间不越界

达标要点：满足 write at least 150 words but no more than 200 words 的硬性上下限；最易失分是靠重复句子注水冲字数或一路写超上限，二者都扣分，宁可内容密一点也别注水。

典型低分写法 · 反面示例与改法

只描画不评论

反面示例：整段只写 'In the picture, a man sits at his computer and talks to a woman with a cup.' 之后再无引申。修正：白描一句后立即转到危害，如 'This scene mirrors how misleading information online misleads the public and undermines their judgment.'

写成网络利弊

反面示例：'The Internet brings us much convenience, but it also has some disadvantages.' 这类泛论完全偏离焦点。修正：把句子改回焦点，如 'Misleading information online does real harm: it distorts judgment, erodes trust and stirs up panic.'

空喊危害无支撑

反面示例：'Misleading information is very harmful. It is bad. We should not do it.' 空泛且无展开。修正：给出具体层面与实例，如 'Unverified rumors can push people into wrong decisions about their health, and false news may even trigger panic buying.'

英语六级 2015年12月·第1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12月·第1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12月·第1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1套(2015-12) · 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: Charles, as a singer, do you ever make yourself cry when you sing?

W: Charles, 作为一名歌手，你在唱歌的时候会让自己哭吗？

2 M: No, not at this stage. I'm an old man. But the songs can still get through to me.

M: 不会，现在这个阶段不会了。我是个老人了。但那些歌还是能触动我。

3 W: What song writers are currently exciting you?

W: 目前有哪些词曲作者让你觉得兴奋？

4 M: I don't know much about song writers. Once in a while, I'll listen to the radio to see what they are putting out. But it's not too often I hear something like that. Somebody like Art Tatum can make me sit up and take notice. But some music, like Rap, isn't very musical, and I can't learn anything from it. You got to do something more than talk to me.

M: 我对词曲作者了解不多。偶尔我会听听广播，看看他们在推出什么。但我不常听到那样的东西。像Art Tatum那样的人能让我振作起来注意听。但有些音乐，比如说唱，不太有音乐性，我从中学不到什么。你得做点比光说话更多的东西才行。

5 W: What's the most difficult kind of music to sing?

W: 什么类型的音乐最难唱?

6 M: It depends. If I like something, I can sing it. I did the opera Porgy and Bess, and that's said to be a complicated piece of music. And I can do country music, blues and love songs. On the other hand, I can't sing something I don't like and that's one of my defects.

M: 这要看情况。如果我喜欢某样东西,我就能唱。我演过歌剧《波吉与贝丝》,那被认为是一部复杂的音乐作品。我也能唱乡村音乐、布鲁斯和情歌。另一方面,我唱不了我不喜欢的东西,这是我的一个缺陷。

7 W: Can you perform music that's out of tune with the mood you might be in on a given night?

W: 你能表演与你某个晚上心情不符的音乐吗?

8 M: Yes, because when you sing, you are like an actor performing a part. Once you get out there you become that part, only you are using music instead of dialogue. I'm the kind of person that if my personal life is hurting, I can go to work and the music will take over. It's like a guy who goes to a bar and drinks. For those few hours, I can wrap myself up in my music.

M: 可以,因为当你唱歌的时候,你就像一个演员在扮演一个角色。一旦你上场了,你就成为了那个角色,只不过你用的是音乐而不是对白。我是那种即使个人生活很痛苦,也能去工作的人,音乐会接管一切。就像一个去酒吧喝酒的人。在那几个小时里,我可以把自己包裹在音乐里。

1. A) Touch his heart.

B) Make him cry.

C) Remind him of his life.

D) Make him feel young.

【题目】 What does Charles say songs can do when he sings them?

【翻译】 Charles说当他唱歌时,歌曲能做什么?

A) 触动他的心灵。 B) 让他哭泣。 C) 让他想起自己的人生。 D) 让他感觉年轻。

【答案】 A (细节题) Touch his heart.

【定位】 No, not at this stage. I'm an old man. But the songs can still get through to me.

不,现在这个阶段不会了。我老了。但歌still能打动我、touch到我的内心。

【信号】 转折 But 后才是真意。他先答 No, not at this stage. (现在唱歌不会让自己哭了),随后用 But the songs can still get through to me. 转折——But 之后才是他真正想表达的:歌依然能打动他。听力里转折词后面才是落点。

【替换】 the songs can still get through to me ↔ Touch his heart.

get through to me = touch his heart

【排除】 B) 原词陷阱

选项 Make him cry. 抓的是录音里的 cry, 但原文 No, not at this stage. 正是对"唱歌会不会哭"的否定回答——他明说现在不会哭了, B 取了被否定的内容。

借用原文: No, not at this stage.

C) 未提及

选项 Remind him of his life. 说歌让他"想起自己的人生", 但他只说歌能 get through to me"打动他", 全程没说歌让他回忆人生, 属凭空添加。

D) 与原文相反

选项 Make him feel young. 说歌让他"感觉年轻", 可原文相反——他强调 I'm an old man."我是个老人", 并没说歌让他变年轻, 方向相反。

借用原文: I'm an old man.

-
2. A) He is good at singing operas.
B) He enjoys complicated music.
C) He can sing any song if he likes it.
D) He loves country music in particular.

【题目】 What does Charles say about himself as a singer?

【翻译】 Charles对自己作为歌手是怎么说的?

- A) 他擅长唱歌剧。 B) 他喜欢复杂的音乐。 C) 如果他喜欢一首歌, 他就能唱任何歌。
D) 他特别喜爱乡村音乐。

【答案】 C (细节题) He can sing any song if he likes it.

【定位】 If I like something, I can sing it. I did the opera Porgy and Bess, and that's said to be a complicated piece of music. And I can do country music, blues and love songs.

如果我喜欢某样东西, 我就能唱它。我演过歌剧《Porgy and Bess》, 那被说成是一首很复杂的曲子。我也能唱乡村乐、布鲁斯和情歌。

【信号】 条件句 If I like... 是答案核。 他回答"什么最难唱"时先抛出原则 If I like something, I can sing it.——这个"只要喜欢就能唱"的条件句是核心, 后面举歌剧、乡村乐都是为它服务的例子。

【替换】 If I like something, I can sing it. ↔ **He can sing any song if he likes it.**

like something/can sing it=like it/can sing any song

【排除】 A) 原词陷阱

选项 He is good at singing operas. 抓住录音里的 opera, 但原文 I did the opera Porgy and Bess 只说他"演过"一部歌剧, 并没说他"擅长唱歌剧", 把"做过"夸大成"擅长"。

借用原文: I did the opera Porgy and Bess

B) 张冠李戴

选项 He enjoys complicated music. 抓的是 complicated, 但原文 that's said to be a complicated piece of music 是"别人说那首歌复杂", 他本人没说"喜欢复杂音乐", 把客观评价安到了他的偏好上。

借用原文: that's said to be a complicated piece of music

D) 原词陷阱

选项 He loves country music in particular. 抓住 country music, 但原文 I can do country music, blues and love songs. 把乡村乐和布鲁斯、情歌并列为"我都能唱", 并无"尤其偏爱乡村乐"之意, in particular 是凭空加的。

借用原文: I can do country music, blues and love songs.

3. A) He can't do such a complicated piece of music as the opera.

B) He can't sing a song that he doesn't like.

C) He can't concentrate on his singing sometimes.

D) He can't play musical instrument while singing.

【题目】 What's one of the man's weaknesses?

【翻译】 这个男人的弱点之一是什么?

A) 他无法演唱像歌剧这样复杂的音乐作品。 B) 他无法唱他不喜欢的歌。

C) 他有时无法专注于自己的演唱。 D) 他无法边唱歌边演奏乐器。

【答案】 B (细节题) He can't sing a song that he doesn't like.

【定位】 On the other hand, I can't sing something I don't like and that's one of my defects.

另一方面, 我不能唱我不喜欢的东西, 这是我的缺点之一。

【信号】 defect 自陈缺点+转折 On the other hand. 他先说能唱各种喜欢的曲风, 再用 On the other hand 转折, 点出 I can't sing something I don't like and that's one of my defects.——defect"缺点"是明确的答案信号词, 转折后正是弱点所在。

【替换】 I can't sing something I don't like ↔ **He can't sing a song that he doesn't like.**

something→a song, 几乎逐字对应

【排除】 A) 原词陷阱

选项 He can't do such a complicated piece of music as the opera. 盗用 complicated、opera, 但原文 I did the opera Porgy and Bess 说他演过那部复杂歌剧、明明能做, A 说他"做不了"恰好相反。

借用原文: I did the opera Porgy and Bess

C) 未提及

选项 He can't concentrate on his singing sometimes. 说他"有时不能专注唱歌", 原文从未提及专注问题, 纯属编造。

D) 未提及

选项 He can't play musical instrument while singing. 说他"不能边弹乐器边唱", 原文通篇没谈乐器演奏, 属凭空添加。

-
4. A) Go to a bar and drink for hours.
B) Go to an isolated place to sing blues.
C) Go to see a performance in a concert hall.
D) Go to work and wrap himself up in music.

【题目】 What will Charles do when his personal life is hurting?

【翻译】 当Charles的个人生活受到伤害时, 他会做什么?

- A) 去酒吧喝上几个小时。 B) 去一个与世隔绝的地方唱布鲁斯。 C) 去音乐厅看演出。
D) 去工作并让自己沉浸在音乐中。

【答案】 D (细节题) Go to work and wrap himself up in music.

【定位】 I'm the kind of person that if my personal life is hurting, I can go to work and the music will take over.

我是这样一种人: 如果我的个人生活在受煎熬, 我可以去工作, 让音乐接管一切(把我整个裹进去)。

【信号】 条件 if my personal life is hurting 后接应对。 他说 if my personal life is hurting, I can go to work and the music will take over——条件"个人生活受伤"与题干的 when 对应, 其后的 go to work、music will take over 就是他的应对动作。

【替换】 I can go to work and the music will take over ↔ **Go to work and wrap himself up in music.**

go to work 原词+music take over=wrap up in music

I can wrap myself up in my music ↔ **Go to work and wrap himself up in music.**

wrap myself up=wrap himself up, 仅人称变

【排除】 A) 原词陷阱

选项 Go to a bar and drink for hours. 抓住 bar、drink, 但原文 It's like a guy who goes to a bar and drinks. 是个比喻——他说自己沉浸音乐"就像别人去酒吧喝酒", 喝酒的是"别人/那个比喻里的人", 不是他真要做的。

借用原文: It's like a guy who goes to a bar and drinks.

B) 张冠李戴

选项 Go to an isolated place to sing blues. 借用前文出现过的 blues (I can do country music, blues and love songs.), 但那是他列举能唱的曲风, 与"难过时怎么办"无关, 且原文没说"去僻静处唱布鲁斯"。

借用原文: I can do country music, blues and love songs.

C) 未提及

选项 Go to see a performance in a concert hall. 说他去音乐厅看演出, 原文只说他难过时"去工作、投入自己的音乐", 从未提到去音乐厅看别人表演, 属编造。

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

1 W: I wonder if you could tell me a little bit about your job as a radio announcer. What do you actually do and how do you prepare for your job?

W: 我想知道你能否跟我讲讲你作为电台播音员的工作。你具体做些什么, 又是如何为工作做准备的?

2 M: Well, in the news room I'm sitting with the reporters and the news subs, as though I'm sitting in a newspaper news room.

M: 嗯, 在新闻室里我和记者们、新闻编辑们坐在一起, 就好像我坐在报社新闻室里一样。

3 W: Sorry, what do you mean by news subs?

W: 抱歉, 你说的新闻编辑是什么意思?

4 M: They are sub-editors. They are the people who write the news stories as they come in. The stories are then passed to the senior duty editor and the assistant editor. As stories go through the chain of people, they are refined, corrected and sorted out until they come finally to me and I have a chance to read through most stories before I go on the air. Of course, sometimes things happen at the last moment and I don't have a chance. So I've just got to do my best, and take a couple of seconds to look through the first few lines before I launch into something. Because it's such a pity if you start off in a bright tone on a story and suddenly realize you are talking about some people having been killed in a road crash. It's very important to just have a quick flip through.

M: 他们是助理编辑。他们是那些在新闻进来时撰写新闻稿的人。然后这些稿件会传给资深值班编辑和助理编辑。新闻稿在经过这一连串人的处理过程中, 会被润色、修改和整理, 直到最后到我手上, 我有机会在播报前通读大部分稿件。当然, 有时候事情在最后一刻才发生, 我就没有机会了。所以我只能尽力而为, 花几秒钟浏览前几行, 然后就开始播报了。因为如果你用明快的语调开始播一条新闻, 突然意识到你在说的是有人在车祸中丧生, 那就太糟糕了。所以快速翻阅一遍是非常重要的。

5 W: There's nothing to mark what sort of event it is on your piece of paper?

W: 你的稿纸上没有标记这是什么类型的事件吗?

6 M: No, I have my own little mark. If it's something sad, I put a small cross at the top. That's my little clue. So while I'm working on the news, I'm just absorbing the news and checking pronunciations.

M: 没有，我有自己的小标记。如果是悲伤的事情，我会在顶部画一个小叉。这是我的小提示。所以在处理新闻时，我就是在吸收新闻内容并检查发音。

5. A) How he became an announcer.

B) How he writes news stories.

C) How he makes his living.

D) How he does his job.

【题目】 What does the woman want to know about the man?

【翻译】 这位女士想了解这位男士的什么情况？

A) 他如何成为一名播音员的。 B) 他如何撰写新闻报道的。 C) 他如何谋生的。

D) 他如何完成工作的。

【答案】 D (主旨题) How he does his job.

【定位】 W: I wonder if you could tell me a little bit about your job as a radio announcer. What do you actually do and how do you prepare for your job?

女：不知道您能否给我讲讲您作为电台播音员这份工作？您实际上做些什么、又是怎么为这份工作做准备的？

【信号】 开场提问句即主线。 答案信号是『女士的开场提问』。她一上来就说 tell me a little bit about your job as a radio announcer, 并追问 What do you actually do——这正是访谈的总问题，定位锚就是开头女士抛出的那一问。

【替换】 What do you actually do ↔ **How he does his job.**

do what→does his job 同义概括

【排除】 A) 原词陷阱

A 说 How he became an announcer. (他如何成为播音员)。录音里确实出现 radio announcer 这个词，听到 announcer 容易顺手选 A；但女士问的是『你做什么、怎么准备』，从没问他『怎么入行』。这是典型原词陷阱：盗用 announcer 一词，却把『做这份工作』偷换成『成为播音员』。

借用原文：radio announcer

B) 答非所问

B 说 How he writes news stories. (他如何写新闻稿)。news stories 在后文反复出现，容易误当本题答案；但『写稿』是后面 news subs 那一题（第6题）的内容，并非女士开场想了解的总主题。本题问的是整体工作，B 是把细节误当主旨。

借用原文：write the news stories

C) 未提及

C 说 How he makes his living. (他如何谋生)。整段对话只谈工作内容与流程，从没涉及收入、谋生话题。makes his living 与 How he does his job. 字面相近（都含『工作』味）易被误选，实则属无中生有。

-
6. A) They write the first version of news stories.
B) They gather news stories on the spot.
C) They polish incoming news stories.
D) They write comments on major news stories.

【题目】 What does the man say news subs do?

【翻译】 这位男士说新闻编辑做什么工作？

- A) 他们撰写新闻报道的初稿。 B) 他们在现场采集新闻。 C) 他们润色收到的新闻稿件。
D) 他们撰写重大新闻的评论。

【答案】 A (细节题) They write the first version of news stories.

【定位】 M: They are sub-editors. They are the people who write the news stories as they come in.

男：他们是助理编辑。他们是新闻一进来就负责把它写成稿的人。

【信号】 被问者对名词的直接定义句。 答案信号是『被问者对该角色的直接定义应答』。女士追问 news subs 是什么，男士直接答 They are the people who write the news stories as they come in——这是对所问对象的下定义句，正是承载答案的那一句。

【替换】 write the news stories as they come in ↔ **They write the first version of news stories.**
as they come in→the first version 同义

【排除】 B) 原词陷阱

B 说 They gather news stories on the spot. (现场采集新闻)。录音确有 news stories, 听到就想选; 但男士说他们是 write the news stories as they come in——是『写』不是『采集现场』, news subs 坐在编辑室里, 并不外出跑现场。盗用 news stories 一词, 却把『写稿』偷换成『现场采集』。

借用原文: write the news stories as they come in

C) 张冠李戴

C 说 They polish incoming news stories. (润色进来的新闻稿)。录音后文确有 they are refined, corrected and sorted out (被润色、订正、整理), 听到 refined 易联想 polish 选 C; 但那是稿子往下传给 senior duty editor、assistant editor 之后才发生的, 不是 news subs 干的。这是张冠李戴: 把后续编辑的活儿安到 news subs 身上。

借用原文: they are refined, corrected and sorted out

D) 未提及

D 说 They write comments on major news stories. (就重大新闻写评论)。录音只说 news subs 『写稿』, 全程没提『写评论』。借 write 与 news stories 的原词凑出一个似是而非的职责, 属无中生有。

借用原文: write the news stories

7. A) Reading through the news stories in a given period of time.

B) Having little time to read the news before going on the air.

C) Having to change the tone of his voice from time to time.

D) Getting all the words and phrases pronounced correctly.

【题目】 What does the man say is a big challenge for him?

【翻译】 这位男士说对他来说最大的挑战是什么?

A) 在规定时间内通读新闻稿件。 B) 播出前几乎没有时间阅读新闻。

C) 不时地改变声音的语调。 D) 将所有的词语和短语都准确发音。

【答案】 B (细节题) Having little time to read the news before going on the air.

【定位】 Of course, sometimes things happen at the last moment and I don't have a chance. So I've just got to do my best, and take a couple of seconds to look through the first few lines before I launch into something.

当然, 有时事情在最后一刻才发生, 我就没机会 (事先通读) 了。所以我只能尽力而为, 在开口播之前抢出几秒钟扫一眼开头几行。

【信号】 转折 of course/sometimes 引出难处。 答案信号是转折让步语气。男士先说一般能 read through most stories before I go on the air (上节目前能通读多数稿), 随即用 Of course, sometimes things happen at the last moment and I don't have a chance 转出难处——『有时来不及在上节目前读稿』, 这正是承载挑战的那句。

【替换】 sometimes things happen at the last moment and I don't have a chance ↔

Having little time to read the news before going on the air.

don't have a chance→little time 同义

before I go on the air ↔ before going on the air

go on the air=going on the air 同指

【排除】 A) 原词陷阱

A 说 Reading through the news stories in a given period of time. (在规定时间内读完新闻稿)。录音有 read through most stories 字样，听到 read through 易选 A；但录音说的是『有时没机会读』，并非『限定时段内读完』，in a given period of time 是凭空加的。盗用 read through，却篡改成另一种难处。

借用原文：read through most stories

C) 原词陷阱

C 说 Having to change the tone of his voice from time to time. (不得不时常变换语气)。录音确有 if you start off in a bright tone 提到 tone，听到就想选；但那是说万一开口语气欢快却发现现在播车祸死人的尴尬，并非把『变换语气』当成挑战。盗用 tone 一词，编出原文没有的难处。

借用原文：if you start off in a bright tone

D) 原词陷阱

D 说 Getting all the words and phrases pronounced correctly. (让所有词句发音正确)。录音末尾确有 checking pronunciations，听到 pronunciations 易选 D；但男士只是顺带说工作时『核对发音』，从未把它说成 big challenge。盗用 pronunciations，过度拔高成挑战。

借用原文：checking pronunciations

-
8. A) It shows where advertisements come in.
B) It gives a signal for him to slow down.
C) It alerts him to something important.
D) It serves as a reminder of sad news.

【题目】 What role does the man say his small cross plays?

【翻译】 这位男士说他的小十字架起什么作用？

- A) 它标示广告插入的位置。 B) 它给他发出放慢速度的信号。
C) 它提醒他注意重要内容。 D) 它作为悲伤新闻的提示标记。

【答案】 D (细节题) It serves as a reminder of sad news.

【定位】 No, I have my own little mark. If it's something sad, I put a small cross at the top. That's my little clue.

没有，我有我自己的小记号。如果是悲伤的内容，我就在顶端画一个小叉。那就是我的小提示。

【信号】条件句 **If it's something sad** 点明用途。答案信号是条件句给出的使用场景。男士说 *If it's something sad, I put a small cross at the top*——这个小叉是专为『悲伤内容』而画，用途锁定在 **sad** 上，正是答案句。

【替换】*If it's something sad, I put a small cross* ↔ **It serves as a reminder of sad news.**

为 **sad** 而画→**sad news** 的提醒

That's my little clue ↔ **reminder**

clue→**reminder** 同义

【排除】A) **未提及**

A 说 *It shows where advertisements come in.* (标示广告插入处)。整段从没提广告，这是凭空想象电台与广告的关联，属无中生有，与小叉的真实用途无关。

B) **偷换概念**

B 说 *It gives a signal for him to slow down.* (提示他放慢)。录音说小叉是 *my little clue* (提示) 没错，但提示的是『这是悲伤内容』，绝非『放慢语速』。借 **clue** 的『提示』之意，偷换成另一种用途。

借用原文：That's my little clue

C) **偷换概念**

C 说 *It alerts him to something important.* (提醒他注意要事)。这是本题最像答案的陷阱：录音说小叉提醒 *something sad* (悲伤的事)，C 偷偷把范围放宽成 *something important* (重要的事)。悲伤的不一定要标成『重要』，男士说得很死——只标 **sad**，C 范围偷改，排除。

借用原文：If it's something sad

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 11 are based on the passage you have just heard.

¹ If sheer numbers provide any proof, America's universities are the envy of the world. For all their troubles, the United States' 3,500 institutions were flooded with more than half a million students from 193 countries last year. Asia led the way, with the biggest number from China followed by Japan and India. Most European and Asian universities provide an elite service to a small number of people. While fully 60% of all US high school graduates attend college at some point in their life, just 30% of the comparable German population, 28% of the French, 20% of the British, and 37% of the Japanese proceed beyond high school. Britains who pass their A-Levels may still not qualify for a top university at home, but find American universities far more welcoming. Some US schools acknowledge the rigor of European secondary training, and will give up to a year's credit to foreigners who have passed their high

school exams. The conception that everyone has a right to an education appropriate to his potential is a highly democratic and compassionate standard, says Marvin Bresler, a professor at Princeton University. True, not all US students can match the performance of their foreign counterparts, but American institutions do offer students from rich and poor families alike the chance to realize their full potential. "America educates so many more people at university that one can't expect all those who go to be as intelligent as the much narrower band in British universities," says Prof. Christopher Ricks at Boston University. "I'm not against elitism, but I happen to like having people who are more eager to learn."

如果纯粹的数字能够提供任何证明的话,美国的大学是全世界羡慕的对象。尽管存在种种问题,去年美国的3500所院校涌入了来自193个国家的超过50万名学生。亚洲居于首位,其中来自中国的学生数量最多,其次是日本和印度。大多数欧洲和亚洲大学为少数人提供精英服务。虽然全部美国高中毕业生中有60%在其一生中的某个时候上过大学,但在可比的德国人口中只有30%、法国人中只有28%、英国人中只有20%、日本人中只有37%接受高中以上教育。通过A-Level考试的英国人可能仍然无法进入本国顶尖大学,但却发现美国大学要开放得多。一些美国学校承认欧洲中等教育的严格性,并愿意给通过高中考试的外国人最多一年的学分。Princeton University的教授Marvin Bresler说,每个人都有接受与其潜力相适应的教育权利这一理念是一个高度民主和富有同情心的标准。的确,并非所有美国学生都能与外国同龄人的表现相匹敌,但美国院校确实为来自富裕和贫困家庭的学生提供了实现其全部潜力的机会。Boston University的Christopher Ricks教授说:"美国在大学接受教育的人数多得多,因此不能期望所有上大学的人都能像英国大学中范围狭窄得多的群体那样聪明。我并不反对精英主义,但我恰好喜欢那些更渴望学习的人。"

9. A) They offer students a wide variety of courses.
B) They attract students from all over the world.
C) They admit more students than they can handle.
D) They have trouble dealing with overseas students.

【题目】 What does the speaker say about America's universities?

【翻译】 说话者对美国大学有何评价?

- A) 它们为学生提供种类繁多的课程。 B) 它们吸引来自世界各地的学生。
C) 它们招收的学生超过了其承受能力。 D) 它们在应对海外学生方面存在困难。

【答案】 B (细节题) They attract students from all over the world.

【定位】 For all their troubles, the United States' 3,500 institutions were flooded with more than half a million students from 193 countries last year.

尽管问题重重,去年美国这3500所院校仍涌入了来自193个国家的逾五十万名学生。

【信号】 开篇主题句+量化佐证。这句紧接首句“美国大学是世界艳羡的对象”之后,用 more than half a million students from 193 countries 这组数字坐实“吸引全球学生”,是说话人对美国大学下的核心论断,故为答案句。

【替换】 flooded with more than half a million students from 193 countries ↔

attract students from all over the world

“193个国家涌入”=“吸引全世界学生”

【排除】 A) 未提及

They offer students a wide variety of courses. 说美国大学课程门类多,但录音通篇讲的是生源数量与教育理念,从没说过课程多寡,属无中生有。

C) 原词陷阱

They admit more students than they can handle. 借录音里“学生多”(more than half a million students)的印象,扭成“招的学生超出处理能力”这一负面意思;录音夸的是“吸引力强”,从没说“应付不了”,听到“学生多”就选它正中陷阱。

借用原文: more than half a million students from 193 countries

D) 与原文相反

They have trouble dealing with overseas students. 借录音里反复出现的“外国学生”(students from 193 countries、foreigners who have passed their high school exams)做诱饵,却说成“应付外国学生有困难”;录音说的是美国大学对外国学生 far more welcoming(更欢迎),态度恰好相反。

借用原文: find American universities far more welcoming

10. A) Everyone will benefit from education sooner or later.

B) A good education contributes to the prosperity of a nation.

C) A good education is necessary for one to climb the social ladder.

D) Everyone has a right to an education appropriate to his potential.

【题目】 What is Americans' view on education according to Prof. Marvin Bresler?

【翻译】 根据Marvin Bresler教授所说,美国人对教育的看法是什么?

A) 每个人迟早都会从教育中受益。 B) 良好的教育有助于国家的繁荣。

C) 良好的教育是一个人攀登社会阶梯的必要条件。

D) 每个人都有权接受与其潜力相适应的教育。

【答案】 D (态度观点题) Everyone has a right to an education appropriate to his potential.

【定位】 The conception that everyone has a right to an education appropriate to his potential is a highly democratic and compassionate standard, says Marvin Bresler, a professor at Princeton University.

普林斯顿大学教授马文·布雷斯勒说,“人人都有权接受与其潜能相称的教育”这一理念,是一条极具民主与同情心的准则。

【信号】 人名 says 引述标志句。 句尾的 says Marvin Bresler 是明确的引述信号,把前面那句教育理念归到 Bresler 名下;题干问的就是他的 view,这句正是答案句。

【替换】 everyone has a right to an education appropriate to his potential ↔

Everyone has a right to an education appropriate to his potential.

理念句几乎原句对应

【排除】 A) 偷换概念

Everyone will benefit from education sooner or later. 借了 everyone 这个词显得像 D, 但录音 Bresler 说的是“人人有权受按潜能的教育”,讲的是“权利”不是“迟早受益”,sooner or later 录音从未提及。

借用原文: everyone has a right to an education appropriate to his potential

B) 未提及

A good education contributes to the prosperity of a nation. 把教育和“国家繁荣”挂钩,这是听起来很对的大道理,但录音 Bresler 谈的是个人按潜能受教育的权利,完全没扯到国家繁荣,属无中生有。

C) 未提及

A good education is necessary for one to climb the social ladder. 讲教育是个人晋升的必需品,听着也合理,但 Bresler 强调的是“按潜能受教育的权利”,从没提“社会阶梯”或“向上爬”,属无中生有。

-
11. A) He likes students with high motivation.
B) He enjoys teaching intelligent students.
C) He tailors his teaching to students' needs.
D) He treats all his students in a fair manner.

【题目】 What do we learn from Prof. Christopher Ricks' remark?

【翻译】 我们从Christopher Ricks教授的评论中了解到什么?

- A) 他喜欢有高度积极性的学生。 B) 他喜欢教聪明的学生。
C) 他根据学生的需求调整自己的教学。 D) 他以公平的方式对待所有学生。

【答案】 A (态度观点题) He likes students with high motivation.

【定位】 "I'm not against elitism, but I happen to like having people who are more eager to learn," says Prof. Christopher Ricks at Boston University.

波士顿大学的克里斯托弗·里克斯教授说:“我并不反对精英教育,只是我恰好喜欢那些更渴望学习的人。”

【信号】 转折 but 后的第一人称表态。 这句的真意在转折词 but 之后:I happen to like having people who are more eager to learn 是 Ricks 用“I like”直接亮出的偏好,转折后+第一人称两个信号叠加,锁定这就是答案句。

【替换】 people who are more eager to learn ↔ students with high motivation

“更渴望学习”=“高学习动机”

【排除】 B) 原词陷阱

He enjoys teaching intelligent students. 借录音里真念到的 as intelligent as the much narrower band 这个 intelligent 做诱饵,但 Ricks 是拿“聪明”作对照,转折后明说自己偏爱的是“爱学”而非“聪明”,听到 intelligent 就选它正中陷阱。

借用原文: as intelligent as the much narrower band in British universities

C) 未提及

He tailors his teaching to students' needs. 讲 Ricks 按学生需求调整教学,这是听着很正面的教学法,但 Ricks 只说了自己喜欢哪种学生,从没提怎么“调整教学”,属无中生有。

D) 与原文相反

He treats all his students in a fair manner. 说 Ricks 对所有学生一视同仁,但他恰恰明说“更喜欢爱学的人”(I happen to like having people who are more eager to learn),这本身就是有偏好,与“一视同仁”矛盾。

Questions 12 to 15 are based on the passage you have just heard.

1 Every year, people in America use energy equal to over 30 million barrels of oil each day. That's energy in all forms: oil, gas, coal, nuclear, solar and even wind power. Viewed from a scientist's standpoint, all of the energy contained in fuel, either now or in the future, becomes heat. Some of the heat is used directly or produces useful work. The rest is lost or rejected, radiated into the atmosphere from the engines, motors, boilers and all the other energy-consuming machinery that makes America's wheels go around. If we could figure out how to improve the efficiency with which we use energy, we could do a lot more work with the energy that is available. With money and careful planning, we can boost efficiency up to a point. Yet improvement won't come easily. It won't come overnight and there are limits beyond which not even science can take us. According to the Centre for Strategic and International Studies, about three quarters of the energy we use to move things, including ourselves, accomplishes no useful work. In terms of efficiency and cleanness, buses, trains and other forms of public or mass transportation are superior to the private automobile, but only if they operate at near capacity. Otherwise, their overall efficiency is poor. For some people, mass transit may answer all transportation needs. For others, a combination of mass transit and private transportation may be desirable. Better design and wiser use of both mass transit systems and private vehicles will play an important part in helping America get more out of energy used for transportation.

每年, 美国人使用的能源相当于每天超过3000万桶石油。这是所有形式的能源: 石油、天然气、煤炭、核能、太阳能甚至风能。从科学家的角度来看, 燃料中包含的所有能源, 无论是现在还是将来, 都会转化为热量。部分热量被直接使用或产生有用的功。其余的则损失或被排放, 从发动机、马达、锅炉以及所有其他推动美国运转的耗能机械中辐射到大气中。如果我们能够找出如何提高能源使用效率的方法, 我们就能用现有的能源做更多的工作。通过资金投入和周密规划, 我们可以在一定程度上提高效率。然而, 改进不会轻易实现。它不会一蹴而就, 而且存在科学也无法突破的极限。根据战略与国际研究中心的数据, 我们用于移动物体(包括我们自己)的能源中, 约有四分之三没有完成任何有用的功。就效率和清洁度而言, 公共汽车、火车和其他形式的公共或大众交通工具优于私家车, 但前提是它们在接近满载的情况下运行。否则, 它们的整体效率很低。对某些人来说, 公共交通可能满足所有交通需求。对其他人来说, 公共

交通和私人交通的结合可能更为理想。更好的设计和更明智地使用公共交通系统和私人车辆，将在帮助美国从用于交通的能源中获得更多收益方面发挥重要作用。

12. A) It is mostly imported from the Middle East.
B) It is a sure indicator of its economic activity.
C) It has a direct impact on the international oil market.
D) It equals more than 30 million barrels of oil each day.

【题目】 What does the speaker say about energy used in the United States?

【翻译】 说话者关于美国能源使用说了什么？

- A) 大部分从中东进口。 B) 是其经济活动的可靠指标。 C) 对国际石油市场有直接影响。
D) 相当于每天超过3000万桶石油。

【答案】 D (细节题) It equals more than 30 million barrels of oil each day.

【定位】 Every year, people in America use energy equal to over 30 million barrels of oil each day.
每年，美国人使用的能源相当于每天三千多万桶石油。

【信号】 开篇首句直陈数字。录音第一句 Every year, people in America use energy equal to over 30 million barrels of oil each day. 就以数字直陈美国能源用量，篇章独白常把核心事实放在开篇，听到 30 million barrels 这个数字就该锁定它是答案句。

【替换】 energy equal to over 30 million barrels of oil each day ↔
It equals more than 30 million barrels of oil each day.
over 与 more than 同义、数字单位照搬

【排除】 A) 未提及

It is mostly imported from the Middle East. 说能源主要从中东进口，但录音通篇只讲用量与效率，从未提进口或中东，是未提及的编造。

B) 过度推断

It is a sure indicator of its economic activity. 把能源用量说成经济活动的可靠指标，这是一步推断，录音只客观报了用量，没说它能指示经济，属过度推断。

C) 原词陷阱

It has a direct impact on the international oil market. 借 oil 这个录音里确实出现的词，引出对国际油市的直接影响，但录音从未提油市或影响，是听到 oil 就想选的原词诱惑。
借用原文：30 million barrels of oil

13. A) It eventually turns into heat.
B) It is used in a variety of forms.
C) Its use is chiefly responsible for air pollution.
D) Part of it is lost in the process of transmission.

【题目】 What do scientists say about energy contained in fuel?

【翻译】科学家关于燃料中所含能量说了什么？

- A) 最终转化为热量。 B) 以多种形式被使用。 C) 其使用是造成空气污染的主要原因。
D) 在传输过程中有一部分损失掉了。

【答案】A (细节题) It eventually turns into heat.

【定位】Viewed from a scientist's standpoint, all of the energy contained in fuel, either now or in the future, becomes heat.

从科学家的角度看，燃料中所含的全部能量，无论是现在还是将来，最终都会变成热。

【信号】标志短语 **from a scientist's standpoint** 后接结论。录音的 Viewed from a scientist's standpoint, all of the energy contained in fuel, either now or in the future, becomes heat. 以 from a scientist's standpoint 点明这正是科学家的观点，紧跟其后的 becomes heat 就是答案落点，听到这个标志短语要立刻竖起耳朵。

【替换】all of the energy contained in fuel, either now or in the future, becomes heat ↔

It eventually turns into heat.

becomes heat 改写为 turns into heat、either now or in future 概括成 eventually

【排除】B) 张冠李戴

It is used in a variety of forms. 里的 forms 借自录音 That's energy in all forms, 但那句讲的是能源以多种形式存在，不是科学家对燃料中能量的结论，张冠李戴到了本题。

借用原文：That's energy in all forms

C) 未提及

Its use is chiefly responsible for air pollution. 说能量使用是空气污染主因，录音谈的是能量变热与效率，从未提空气污染，是谈能源时易顺手补上的常识联想。

D) 原词陷阱

Part of it is lost in the process of transmission. 借了录音后文 The rest is lost or rejected 的 lost, 但录音说的是部分热量散失到大气，不是传输过程损失，且这也不是科学家那句的结论，听到 lost 就想选会落坑。

借用原文：The rest is lost or rejected, radiated into the atmosphere

14. A) When it is used in rural areas.

B) When it is environment-friendly.

C) When it operates at near capacity.

D) When it operates at regular times.

【题目】When does mass transit prove superior to private vehicles?

【翻译】公共交通在什么情况下优于私人车辆？

- A) 在农村地区使用时。 B) 环保时。 C) 在接近满载运行时。 D) 在固定时间运行时。

【答案】C (细节题) When it operates at near capacity.

【定位】 In terms of efficiency and cleanness, buses, trains and other forms of public or mass transportation are superior to the private automobile, but only if they operate at near capacity.
就效率和清洁而言，公共汽车、火车等公共或大众交通工具优于私家车，但前提是它们要接近满载运行。

【信号】 限定词 **but only if** 后才是条件。录音的 are superior to the private automobile, but only if they operate at near capacity 在 but only if 之后才给出真正的成立条件，转折加限定词后面的小句才是答案落点，前半的笼统说优越是铺垫。

【替换】 only if they operate at near capacity ↔ **When it operates at near capacity.**
only if 转写为 When、operate at near capacity 原义照搬

【排除】 A) **未提及**

When it is used in rural areas. 说在乡村使用时更优，录音给的条件是接近满载，从未提乡村，是未提及的编造条件。

B) **原词陷阱**

When it is environment-friendly. 把录音 In terms of efficiency and cleanness 里的 cleanness 联想成环保，但那是评判优越的角度，不是优越成立的条件，听到清洁就想选会偏。

借用原文：In terms of efficiency and cleanness

D) **偷换概念**

When it operates at regular times. 与正确项只差末尾，把录音的 near capacity（接近满载）偷换成 regular times（定时运行），录音从未说定时，是仅改关键词的近似干扰。

借用原文：only if they operate at near capacity

15. A) Traffic jams in cities.

B) Inefficient use of energy.

C) Fuel shortage.

D) Global warming.

【题目】 What seems to be the speaker's biggest concern?

【翻译】 说话者最关心的问题似乎是什么？

A) 城市交通拥堵。 B) 能源使用效率低下。 C) 燃料短缺。 D) 全球变暖。

【答案】 **B**（主旨题） Inefficient use of energy.

【定位】 If we could figure out how to improve the efficiency with which we use energy, we could do a lot more work with the energy that is available. ... about three quarters of the energy we use to move things, including ourselves, accomplishes no useful work.

如果我们能想出办法提高用能的效率，就能用现有的能源做更多的事。.....我们用来移动物体（包括我们自己）的能源，约有四分之三没有完成任何有用的功。

【信号】 **efficiency** 反复出现、四分之三能源做无用功。录音多处回到效率：improve the efficiency with which we use energy、boost efficiency，并以 about three quarters of the energy we use to move things ... accomplishes no useful work 点出大量能源被浪费，这条贯穿全篇的浪费主线就是关切所在。

【替换】 about three quarters of the energy we use to move things, including ourselves, accomplishes no useful work

↔ **Inefficient use of energy.**

四分之三能源做无用功概括为能源使用低效

【排除】 A) **未提及**

Traffic jams in cities. 借录音谈 transportation 的语境联想出堵车，但录音讲交通是为说明能效，从未提堵车，是顺着交通话题想出来的未提及项。

C) **偷换概念**

Fuel shortage. 借录音里 fuel、lost 等词联想到燃料短缺，但录音担心的是能源用得浪费、效率低，不是没有燃料可用，把低效偷换成短缺。

借用原文：The rest is lost or rejected

D) **未提及**

Global warming. 是讨论能源时人人会联想的热词，但录音通篇没出现 global warming 或气候字眼，纯属凭印象误选，录音未提及。

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 Hello, ladies and gentlemen. It is my honour to introduce our keynote speaker for today's lecture, Gretchen Rubin. Ms. Rubin received international attention for her 2009 best-selling book, The Happiness Project, in which she re-examines her own happiness and tries to develop mood-boosting habits. Today, Rubin will share with us her mood-boosting experience. Welcome, Ms. Rubin.

女士们，先生们，大家好。我很荣幸为大家介绍今天讲座的主讲人，Gretchen Rubin。Rubin 女士因其2009年的畅销书《幸福计划》而获得国际关注，她在书中重新审视了自己的幸福感，并尝试培养提升情绪的习惯。今天，Rubin 将与我们分享她提升情绪的经验。欢迎 Rubin 女士。

3 Ms. Rubin:

Rubin 女士：

4 Good afternoon, everyone. Before I elaborate, I'd like to first brief some of my most effective mood-boosting tips. For the most part, they can be accomplished in a minute or less.

大家下午好。在详细阐述之前，我想先简要介绍一些我最有效的提升情绪的技巧。这些技巧大多可以在一分钟或更短时间内完成。

5 1. MAKE YOUR BED

1. 整理床铺

6 The thing that's surprising to me is that, for most people, outer order does contribute to inner calm and creativity. One easy way to maintain order and, in turn, boost happiness, is to make the bed, every day.

令我惊讶的是，对大多数人来说，外部秩序确实有助于内心平静和创造力。保持秩序并进而提升幸福感的简单方法，就是每天整理床铺。

7 2. SMELL THE ROSES—OR SOMETHING ELSE NICE

2. 闻闻玫瑰——或其他好闻的东西

8 I used to laugh at scented candles but now I understand scents are a way to get a quick lift without any time, energy and money.

我以前对香薰蜡烛嗤之以鼻，但现在我明白了，香味是一种无需花费时间、精力和金钱就能快速振奋精神的方式。

9 3. FOLLOW THE "ONE-MINUTE RULE"

3. 遵循“一分钟法则”

10 Overwhelmed by unopened mail, and other tiny tasks? The one-minute rule says that anything I can do in less than a minute, I should do without delay. So I don't postpone hanging up my coat, printing out a document and filing it, glancing over a letter and throwing it away.

被未拆的邮件和其他琐碎任务所困扰？一分钟法则是指，任何我能在一分钟内完成的事情，我都应该立即去做。所以我不会推迟挂外套、打印并归档文件、浏览信件并扔掉它等事情。

11 4. SET AN ALARM-AND NOT JUST FOR WAKING UP

4. 设置闹钟——不仅仅是为了起床

12 Since sleep and mood are linked, I think folks who struggle with turning out the light may benefit from a bedtime alarm. For many people, an alarm really helps; they just need that trigger.

由于睡眠和情绪相关联，我认为那些难以按时关灯睡觉的人可能会受益于就寝闹钟。对许多人来说，闹钟确实有帮助；他们只是需要那个触发点。

13 5. DON'T LIKE A BOOK? STOP READING IT

5. 不喜欢一本书？停止阅读它

14 I mean, I don't watch a TV show if I don't like it. So why not apply the same logic to books? I used to have this feeling that a "real reader" would finish a book if he started it. Now I just have so much more time to read the books that I like, and I love everything that I read.

我的意思是，如果我不喜欢一个电视节目，我就不会看它。那么为什么不把同样的逻辑应用到书籍上呢？我过去有这种感觉，认为一个“真正的读者”如果开始读一本书就会读完它。现在我有更多时间阅读我喜欢的书，而且我热爱我读的每一本书。

15 6. TAKE ONE THING WITH YOU

6. 随手带走一件东西

16 This one may be especially helpful for parents: When leaving a room, pick up as you go, one thing at a time, without having to dedicate a lot of time and energy to it.

这一条可能对父母特别有帮助：离开房间时，顺手带走东西，一次一件，而不必为此投入大量时间和精力。

17 7. LISTEN TO AN UPBEAT SONG

7. 听一首欢快的歌曲

18 It's familiar, but it actually does work. It's a very easy way to change your mood.

这很常见，但确实有效。这是一种非常简单的改变情绪的方法。

19 8. JUMP UP AND DOWN

8. 跳起来

20 I strongly recommend this simple energy-booster, especially when you may only have a few seconds to spare.

我强烈推荐这个简单的能量增强器，尤其是当你可能只有几秒钟空闲时间的时候。

21 9. KISS SOMEONE YOU LOVE

9. 亲吻你爱的人

22 Ancient philosophers and contemporary scientists would agree that relationships are a key—maybe the key—to happiness. So anytime you do something that broadens your relationships or deepens your relationship, it's going to make you happier.

古代哲学家和当代科学家都会同意，人际关系是幸福的关键——或许是最关键的因素。所以任何时候，当你做一些能拓展你的人际关系或加深你的关系的事情时，它都会让你更快乐。

23 10. MAKE SOME "BRIGHT-LINE RULES"

10. 制定一些“明确界限规则”

24 I believe habits have a direct connection with happiness, and I think hard rules can spare one the agony of decision-making.

我相信习惯与幸福有直接联系，我认为严格的规则可以让人免于决策的痛苦。

25 Now, I will explain these tips one by one in detail...

现在，我将逐一详细解释这些技巧.....

16. A) Smelling scented candles.
B) Setting an alarm for waking up.
C) Talking with your parents often.
D) Listening to an upsetting song.

【题目】 Which of the following is a mood-boosting habit according to Rubin?

【翻译】 根据Rubin的说法，以下哪项是提升情绪的习惯？

- A) 闻香薰蜡烛。 B) 设置起床闹钟。 C) 经常与父母交谈。
D) 听一首令人沮丧的歌曲。

【答案】 A (细节题) Smelling scented candles.

【定位】 I used to laugh at scented candles but now I understand scents are a way to get a quick lift without any time, energy and money.

我过去常嘲笑香薰蜡烛，但现在我明白，香味是一种不花任何时间、精力和金钱就能让心情快速提振的方式。

【信号】 转折 but 之后 + 点出功效。 这句用 but now I understand 把态度从“嘲笑”扭转为“认可”，转折后才是讲者的真意，而 a way to get a quick lift (快速提振心情) 正好对上题干要的 mood-boosting habit，所以这句是答案句。

【替换】 scented candles ↔ **Smelling scented candles**

原文物件 = 选项动作对象

a way to get a quick lift ↔ **Smelling scented candles**

“快速提振” = 题干要的 mood-boosting

【排除】 B) 与原文相反

原文确实念到了 SET AN ALARM-AND NOT JUST FOR WAKING UP, B 项 Setting an alarm for waking up. 借了 alarm 这个原词，却恰好取了原文明确否定的“为起床而定闹钟”——讲者要的是睡前闹钟，方向被改反。

借用原文：SET AN ALARM-AND NOT JUST FOR WAKING UP

C) 偷换概念

C 项 Talking with your parents often. 听着像原文谈“关系让人快乐”那段，但原文 relationships are a key 说的是亲吻所爱、加深各种关系，从未具体提“常和父母聊天”，是把泛泛的“关系”偷换成了具体的“和父母聊天”。

借用原文：relationships are a key

D) 与原文相反

原文标题是 LISTEN TO AN UPBEAT SONG (听欢快的歌)，D 项 Listening to an upsetting song. 借了“听歌”原词，却把 upbeat (欢快) 换成形近又反义的 upsetting (令人沮丧)，令人沮丧的歌显然不能提振心情。

借用原文：LISTEN TO AN UPBEAT SONG

17. A) Handle the overwhelming unopened mail and tiny tasks within one minute.
B) Do anything that can be done in less than one minute without delay.
C) Do everything that can't be done in a minute within one minute.
D) Documents must be printed out and filed within one minute.

【题目】 What is "ONE-MINUTE RULE" according to the lecturer?

【翻译】 根据讲师的说法, "一分钟规则"是什么?

- A) 在一分钟内处理堆积如山的未拆邮件和琐碎任务。
B) 毫不拖延地做任何能在一分钟内完成的事情。
C) 在一分钟内做所有无法在一分钟内完成的事情。
D) 文件必须在一分钟内打印出来并归档。

【答案】 B (细节题) Do anything that can be done in less than one minute without delay.

【定位】 The one-minute rule says that anything I can do in less than a minute, I should do without delay.

"一分钟法则"是说: 任何我能在一分钟之内做完的事, 我都应当立刻去做、不拖延。

【信号】 定义句标志 **says that**。这句以 The one-minute rule says that 直接给规则下定义, says that 后面的整句就是该术语的官方解释, 是不折不扣的答案句。

【替换】 anything I can do in less than a minute ↔ **anything that can be done in less than one minute**
范围词 anything 与期限完全保留

I should do without delay ↔ **without delay**

"立刻做、不拖延"原义照搬

【排除】 A) **原词陷阱**

A 项 Handle the overwhelming unopened mail and tiny tasks within one minute. 盗用了原文 Overwhelmed by unopened mail, and other tiny tasks 这句引入语, 却把适用于"任何一分钟内能做之事"的规则缩成只管"未拆信件和琐事"——那只是举例的背景, 不是规则本身。

借用原文: Overwhelmed by unopened mail, and other tiny tasks

C) **与原文相反**

C 项 Do everything that can't be done in a minute within one minute. 借了"一分钟"框架, 却把原文的 anything I can do in less than a minute 反成"做不完的也要一分钟内做完", 既反了原义又自相矛盾。

借用原文: anything I can do in less than a minute

D) **原词陷阱**

原文 printing out a document and filing it 只是"一分钟内能做之事"的众多举例之一, D 项 Documents must be printed out and filed within one minute. 盗用这个例子, 用 must 把它说成必须执行的硬规定, 以偏概全。

借用原文: printing out a document and filing it

18. A) Strict habits.
B) Positive attitude.
C) Hard rules.
D) Decision-making methods.

【题目】 What does "BRIGHT-LINE RULES" refer to?

【翻译】 "明确界线规则"指的是什么?

A) 严格的习惯。 B) 积极的态度。 C) 硬性规则。 D) 决策方法。

【答案】 C (细节题) Hard rules.

【定位】 I believe habits have a direct connection with happiness, and I think hard rules can spare one the agony of decision-making.

我相信习惯与幸福有直接联系，而我认为硬性规则能让人免去做决定的痛苦。

【信号】 术语紧跟其后的同位定性词 **hard rules**。标题 MAKE SOME "BRIGHT-LINE RULES" 之后，讲者用 hard rules can spare one the agony of decision-making 来解释它，hard rules 正是给这个术语定性的核心名词，故这句是答案句。

【替换】 hard rules ↔ **Hard rules**

原文定性词与选项逐字相同

【排除】 A) **原词陷阱**

原文确实念到 habits have a direct connection with happiness, A 项 Strict habits. 借了 habits 这个原词，但讲者说的是习惯与幸福有关，并未把 BRIGHT-LINE RULES 定性为“严格的习惯”，且 strict 也是原文没有的。

借用原文：habits have a direct connection with happiness

B) **未提及**

B 项 Positive attitude. 在讲 BRIGHT-LINE RULES 的段落里没有任何依据，讲者谈的是习惯、硬规则与决策，从未把它说成一种“积极态度”，属凭空添加。

D) **答非所问**

原文 hard rules can spare one the agony of decision-making 说硬规则能省去做决定的痛苦，D 项 Decision-making methods. 盗用 decision-making 一词，却把术语错当成“决策方法”——而原文里决策恰是被规则“省去”的对象，不是规则的所指。

借用原文：hard rules can spare one the agony of decision-making

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

1 I would like to talk about interesting words that have something to do with money today.

今天我想谈谈一些与金钱有关的有趣词汇。

2 Almost every language in the world has a saying that a person can never be too rich. Americans, like people in other countries, always want more money. One way they express this is by protesting that their jobs do not pay enough. A common expression is, "I am working for chickenfeed." It means working

for very little money. The expression probably began because seeds fed to chickens made people think of small change. Small change means metal coins of not much value, like nickels which are worth five cents.

世界上几乎每种语言都有一句话说人永远不会嫌钱多。美国人和其他国家的人一样,总是想要更多的钱。他们表达这一点的一种方式抗议自己的工作报酬不够。一个常见的表达是"I am working for chickenfeed",意思是工作只挣很少的钱。这个表达可能起源于喂鸡的种子让人联想到零钱。零钱指的是价值不大的金属硬币,比如价值五分的镍币。

3 An early use of the word chickenfeed appeared in an American publication in 1930. It told about a rich man and his son. Word expert Mitford Mathews says it read, "I'll bet neither the kid nor his father ever saw a nickel or a dime. They would not have been interested in such chickenfeed."

chickenfeed这个词的早期用法出现在1930年的一份美国出版物中。它讲述了一个富人和他儿子的故事。词汇专家Mitford Mathews说那段话是这样的:"我敢打赌这孩子和他父亲从来没见过五分钱或一角钱硬币。他们不会对这种chickenfeed感兴趣。"

4 Chickenfeed also has another interesting meaning known to history experts and World War I spies and soldiers. Spy expert Henry S. A. Becket writes that some German spies working in London during the war also worked for the British. The British government had to make the Germans believe their spies were working. So, British officials gave them mostly false information. It was called chickenfeed.

Chickenfeed还有另一个为历史专家和第一次世界大战间谍及士兵所知的有趣含义。间谍专家Henry S. A. Becket写道,一战期间一些在伦敦工作的德国间谍也为英国人工作。英国政府必须让德国人相信他们的间谍在工作。因此,英国官员给他们的大多是虚假信息。这被称为chickenfeed。

5 The same person who protests that he is working for chickenfeed may also say, "I am working for peanuts." She means she is working for a small amount of money. It is a very different meaning from the main one in the dictionary. That meaning is small nuts that grow on a plant. No one knows for sure how a word for something to eat also came to mean something very small. But, a peanut is a very small food.

同一个抗议自己working for chickenfeed的人也可能会说"I am working for peanuts",意思是她工作只挣很少的钱。这与字典中的主要含义非常不同。字典中的含义是生长在植物上的小坚果。没有人确切知道一个表示食物的词如何也变成了表示非常小的东西的意思。但是,花生确实是一种很小的食物。

6 The expression is an old one. Word expert Mitford Mathews says that as early as 1854, an American publication used the words "peanut agitators". That meant political troublemakers who did not have a lot of support.

这个表达是个古老的说法。词汇专家Mitford Mathews说早在1854年,一份美国出版物就使用了"peanut agitators"这个词。那指的是没有多少支持者的政治煽动者。

7 Another reason for the saying about working for peanuts may be linked to elephants. Think of how elephants are paid for their work in the circus. They receive food, not money. One of the foods they like best is peanuts.

关于working for peanuts这个说法的另一个原因可能与大象有关。想想大象在马戏团是如何获得工作报酬的。它们得到的是食物,不是钱。它们最喜欢的食物之一就是花生。

8 When you add the word "gallery" to the word "peanut" you have the name of an area in an American theatre. A gallery is a high seating area or balcony above the main floor. The "peanut gallery" got its name because it is the part of the theatre most distant from where the show takes place. So, peanut gallery tickets usually cost less than other tickets. People pay a small amount of money for them.

当你把"gallery"这个词加到"peanut"这个词上时,你就得到了美国剧院中一个区域的名称。Gallery是主楼层上方的高层座位区或包厢。"Peanut gallery"之所以得名,是因为它是剧院中离演出地点最远的部分。因此,peanut gallery的票通常比其他票便宜。人们只需花很少的钱就能买到这些票。

19. A) It takes great pains for a person to be very rich.
B) Not Everyone wants to be too rich.
C) A person will never be satisfied with his wealth.
D) A person will never have the feeling of being wealthy.

【题目】 What does "a person can never be too rich" mean according to the talk?

【翻译】 根据这段话, "一个人永远不会太富有"是什么意思?

- A) 一个人要变得非常富有需要付出巨大的努力。 B) 并非每个人都想变得太富有。
C) 一个人永远不会对自己的财富感到满足。 D) 一个人永远不会有富有的感觉。

【答案】 C (细节题) A person will never be satisfied with his wealth.

【定位】 Almost every language in the world has a saying that a person can never be too rich.
Americans, like people in other countries, always want more money.

世界上几乎每种语言都有一句话: 一个人永远不会嫌自己太富。美国和其他国家的人一样, 总是想要更多的钱。

【信号】 紧随其后的解释句。判定信号是"说法 + 紧接着的解释"结构: 录音先抛出 a person can never be too rich, 下一句立刻用 always want more money 解释它的真实含义, 这句解释就是答案落点。

【替换】 always want more money ↔ never be satisfied with his wealth
肯否定转换的同义改写

【排除】 A) 未提及

It takes great pains for a person to be very rich 说"变富要费很大力气", 录音通篇讲的是"人总嫌钱不够", 从未谈"致富艰辛", 属未提及。

B) 与原文相反

Not Everyone wants to be too rich 说"不是人人都想太富", 恰与录音 always want more money 及"几乎每种语言都有这句话"的普遍性相反, 方向反了。

借用原文: always want more money

D) 偷换概念

A person will never have the feeling of being wealthy 把"客观上总想要更多钱"偷换成"主观上从无富有的感觉", 录音说的是欲望(想要更多), 不是说人永远感觉不到自己富, 概念被掉包。

借用原文: always want more money

20. A) Introducing a topic.

B) Telling a joke.

C) Making a complaint.

D) Making a decision.

【题目】 What's a person's purpose of saying "I am working for chickenfeed"?

【翻译】 一个人说"我在为微薄的报酬工作"的目的是什么?

A) 引入一个话题。 B) 讲一个笑话。 C) 进行抱怨。 D) 做出决定。

【答案】 C (目的题) Making a complaint.

【定位】 One way they express this is by protesting that their jobs do not pay enough. A common expression is, "I am working for chickenfeed."

他们表达这一点的一种方式, 就是不满地抱怨自己的工作报酬不够。一个常见的说法是: "我在为鸡饲料般的钱工作。"

【信号】 动词 protesting 点明语气。 答案信号是动词 protesting (不满地抱怨): 录音明说人们"by protesting that their jobs do not pay enough"——是在抱怨工资低, 这正是说 chickenfeed 这句话的目的。

【替换】 protesting that their jobs do not pay enough ↔ **Making a complaint**
protest 与 complaint 同义

【排除】 A) 答非所问

Introducing a topic 看似贴切（录音开头确在引入话题），但本题问的是说"I am working for chickenfeed"这一句的目的，这句的目的是抱怨工资低，不是引入话题；混淆了"整段开场"与"这一句"的目的。

B) 未提及

Telling a joke 录音里没有任何"开玩笑"的语气标记，说这句话时是 protesting（抱怨），并非玩笑，属未提及。

D) 未提及

Making a decision 录音中说话人只是抱怨工资低，并未做出任何决定（如辞职、换工作），原文无对应，属未提及。

21. A) They were well paid by the German government.

B) They gathered mostly in London during the war.

C) They didn't provide any valuable information for Germany.

D) They worked for both their own country and their enemies.

【题目】 What can we learn about the German spies in World War I, according to the talk?

【翻译】 根据这段话,关于第一次世界大战中的德国间谍我们能了解到什么?

A) 他们得到了德国政府的丰厚报酬。 B) 战争期间他们大多聚集在伦敦。

C) 他们没有为德国提供任何有价值的情报。 D) 他们既为自己的国家工作,也为敌人工作。

【答案】 D (细节题) They worked for both their own country and their enemies.

【定位】 Spy expert Henry S. A. Becket writes that some German spies working in London during the war also worked for the British. The British government had to make the Germans believe their spies were working. So, British officials gave them mostly false information. It was called chickenfeed.

间谍专家亨利·S·A·贝克特写道，战争期间一些在伦敦活动的德国间谍同时也为英国人工作。英国政府必须让德国人相信他们的间谍仍在效力，于是英国官员主要给他们提供假情报，这种假情报就被称作"鸡饲料"。

【信号】 also worked for 揭双重身份。 答案信号是 also worked for the British 里的 also（还/同时）：德国间谍"在为德国之外，还为英国工作"，一句点出"双重效力"这一关键事实，正是本题答案落点。

【替换】 some German spies working in London during the war also worked for the British ↔

They worked for both their own country and their enemies

具体国名概括为"本国与敌国"

【排除】 A) 原词陷阱

well paid by the German government 盗用了录音中反复出现的 pay 和 government 等钱/政府词，但录音说的是 British government 给假情报，从未提德国政府给间谍"高薪"，听到 pay/government 就选会中招。

借用原文：British officials gave them mostly false information

B) 原词陷阱

gathered mostly in London during the war 盗用了原文 working in London during the war 的 London 与 during the war，但录音只说间谍在伦敦"活动/工作"，没说他们"大多聚集在伦敦"，把"在伦敦工作"偷换成"大多聚集于伦敦"。

借用原文：some German spies working in London during the war

C) 张冠李戴

didn't provide any valuable information for Germany 把"英国给德国间谍假情报"这件事，安成"间谍没给德国有价值情报"。原文是 British officials gave them mostly false information (英方给假料)，主语和动作都被搬错；且"any"绝对化，原文未作此断言。

借用原文：British officials gave them mostly false information

-
22. A) Some common chicken food in America.
B) The living and working conditions of Americans.
C) The German and British spies in World War Two.
D) Some expressions related to money.

【题目】 What is the talk mainly about?

【翻译】 这段话主要讲的是什么？

- A) 美国一些常见的鸡饲料。 B) 美国人的生活和工作条件。
C) 第二次世界大战中的德国和英国间谍。 D) 一些与金钱有关的表达。

【答案】 D (主旨题) Some expressions related to money.

【定位】 I would like to talk about interesting words that have something to do with money today.
今天我想谈谈一些和钱有关的有趣词语。

【信号】 开篇点题句。 答案信号是开篇的点题句 interesting words that have something to do with money：篇章独白常在第一段直接亮主题，此句已把全文圈定为"与钱有关的词语"，后文 chickenfeed、peanuts、peanut gallery 都是它的例子。

【替换】 interesting words that have something to do with money ↔ **Some expressions related to money**
words about money 概括为 expressions related to money

【排除】 A) 原词陷阱

Some common chicken food in America 盗用 chickenfeed 这一原词，但鸡饲料只是用来解释 chickenfeed 这个习语来历的细节，仅覆盖第 2 段一处，撑不起全文主旨。

借用原文：I am working for chickenfeed

B) 过度推断

The living and working conditions of Americans 借了录音里 Americans、jobs 等词，但全文是借这些讲钱的习语，并非系统介绍美国人的生活与工作状况，覆盖面被无限放大。

借用原文：Americans, like people in other countries, always want more money

C) 原词陷阱

The German and British spies in World War Two 盗用第 4 段 German spies、British 等原词，但间谍故事只是 chickenfeed 一词的另一来历，仅占一段，且原文是 World War I 而非选项写的 World War Two，既偏又错。

借用原文：some German spies working in London during the war also worked for the British

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

1 The family is changing in the US as in many other countries in the world. About fifty years ago in the traditional families the father was boss. Now in a modern family both the father and the mother are equal partners.

美国的家庭正在发生变化，世界上许多其他国家也是如此。大约五十年前，在传统家庭中父亲是一家之主。现在在现代家庭中，父亲和母亲都是平等的伴侣。

2 There are some great differences between the traditional family and the modern family. The first important difference is in the man's role. The traditional husband was the head of the household, because he was the only one who worked outside the home. If the wife worked for pay, then the husband was not considered to be a good provider. In many families today, both husband and wife work for pay. Therefore, they share the role of head of household. In addition, the traditional husband usually made the big decisions about spending money. However, the modern husband shares these decisions with his working wife. Also, the traditional husband did not help his wife with the housework or meal preparation. Dinner was ready when he came home. In contrast, the modern husband helps his working wife at home. He may do some of the household jobs, and it is not unusual for him to cook.

传统家庭和现代家庭之间存在一些重大差异。第一个重要差异在于男性的角色。传统的丈夫是一家之主，因为他是唯一在外工作的人。如果妻子有有偿工作，那么丈夫就会被认为不是一个好的养家者。在今天的许多家庭中，丈夫和妻子都有有偿工作。因此，他们共同承担一家之主的角色。此外，传统的丈夫通常在花钱方面做出重大决定。然而，现代丈夫与他有工作的妻子共同做出这些决定。而且，传统的丈夫不帮助妻子做家务或准备饭菜。当他回家时晚餐已经准备好了。相比之下，现代丈夫在家帮助他工作的妻子。他可能做一些家务活，而且他做饭也并不罕见。

3 The second difference is in the woman's role. In the traditional family, the woman may have worked for pay during her first years of marriage. However, after she became pregnant, she would usually give up her job. Her primary role was to take care of her family. In contrast, in many families today, the modern woman works outside the home even after she has children. She's doing two jobs instead of one,

so she is busier than the traditional mother was. The traditional wife learned to live within her husband's income. However, the modern wife does not have to live within her husband's income because the family has two incomes.

第二个差异在于女性的角色。在传统家庭中,女性可能在结婚的头几年有偿工作。然而,在她怀孕后,通常会放弃工作。她的主要角色是照顾家庭。相比之下,在今天的许多家庭中,现代女性即使有了孩子也在外工作。她做两份工作而不是一份,所以她比传统母亲更忙碌。传统妻子学会了靠丈夫的收入生活。然而,现代妻子不必靠丈夫的收入生活,因为家庭有两份收入。

4 The final difference is in the role of the children. In the traditional family, the children were taken care of by the mother because she did not work outside the home. However, today preschool children may go to a child care centre or to a baby-sitter regularly because the mother works. The school-age children of a traditional family were more dependent. Their mother was there to help them to get ready for school and to make their breakfast. In contrast, modern children are more independent. They have to get up early in the morning and get ready for school. Their mother is busy getting ready for work, so they may even have to make their own breakfast.

最后一个差异在于孩子的角色。在传统家庭中,孩子由母亲照顾,因为她不在外工作。然而,今天学龄前儿童可能会定期去托儿中心或保姆那里,因为母亲要工作。传统家庭的学龄儿童更依赖父母。他们的母亲在那里帮助他们准备上学和做早餐。相比之下,现代儿童更独立。他们必须早上早起并准备上学。他们的母亲正忙着准备上班,所以他们甚至可能不得不自己做早餐。

5 In conclusion, the American family today is quite different from the family of fifty years ago. In the modern family, the roles of the father, mother, and children have changed as more and more women work outside the home. The next century may bring more important changes to the American family structure.

总之,今天的美国家庭与五十年前的家庭大不相同。在现代家庭中,随着越来越多的女性在外工作,父亲、母亲和孩子的角色已经改变。下个世纪可能会给美国家庭结构带来更重要的变化。

23. A) The husband is the head of the household.
B) The husband usually makes big decisions.
C) The wife lives within her husband's income.
D) The wife works and does two kinds of jobs.

【题目】 Which of the following is the feature of a modern family?

【翻译】 以下哪项是现代家庭的特征?

- A) 丈夫是一家之主。 B) 丈夫通常做重大决定。 C) 妻子在丈夫的收入范围内生活。
D) 妻子工作并承担两种工作。

【答案】 D (细节题) The wife works and does two kinds of jobs.

【定位】 In contrast, in many families today, the modern woman works outside the home even after she has children. She's doing two jobs instead of one, so she is busier than the traditional mother was.

与之相反，在今天的许多家庭里，现代女性即便有了孩子也仍在外工作。她做的是两份活而不是一份，所以比传统的母亲更忙。

【信号】 对比信号 In contrast + today. In contrast, in many families today, the modern woman works outside the home 里 In contrast (与之相反) 和 today、modern 一起出现，是“现在和过去对着说”的对比信号，紧跟其后的就是现代家庭的特征句，正是本题落点。

【替换】 the modern woman works outside the home ↔ **The wife works**

同义替换 woman=wife

She's doing two jobs instead of one ↔ **does two kinds of jobs**

two jobs = two kinds of jobs

【排除】 A) 与原文相反

The husband is the head of the household. 盗用了原文 The traditional husband was the head of the household 的原词 head of the household，但那是“传统”丈夫的特征，本题问“现代”家庭，时代标签反了。

借用原文：The traditional husband was the head of the household

B) 与原文相反

The husband usually makes big decisions. 借用了原文 the traditional husband usually made the big decisions about spending money，但原文说这是传统丈夫的做法，现代丈夫是 shares these decisions with his working wife，与“现代家庭”对不上。

借用原文：the traditional husband usually made the big decisions about spending money

C) 与原文相反

The wife lives within her husband's income. 几乎照搬原文 The traditional wife learned to live within her husband's income，但那是传统妻子；现代妻子是 does not have to live within her husband's income，意思正好相反。

借用原文：The traditional wife learned to live within her husband's income

-
24. A) Their mother would help them to get ready for school and to make their breakfast.
B) They had to help their mother and father to take care of their younger sisters and brothers.
C) Their mother had to get up early in the morning to drive them to school.
D) They were spoiled by their parents and didn't want to go to school.

【题目】 Why were the school-age children of a traditional family more dependent?

【翻译】为什么传统家庭中学龄儿童的依赖性更强？

- A) 他们的母亲会帮助他们准备上学并做早餐。
- B) 他们必须帮助父母照顾年幼的弟弟妹妹。
- C) 他们的母亲必须一大早起床开车送他们上学。
- D) 他们被父母宠坏了,不想去上学。

【答案】A (细节题)

Their mother would help them to get ready for school and to make their breakfast.

【定位】The school-age children of a traditional family were more dependent. Their mother was there to help them to get ready for school and to make their breakfast.

传统家庭的学龄孩子更加依赖。他们的母亲在一旁帮他们准备上学、给他们做早餐。

【信号】more dependent 后紧跟的解释句。The school-age children of a traditional family were more dependent. 这句点出"更依赖", 紧接着的 Their mother was there to help them to get ready for school and to make their breakfast 就是对"为什么依赖"的解释, 是答案句。

【替换】Their mother was there to help them to get ready for school and to make their breakfast ↔

Their mother would help them to get ready for school and to make their breakfast.

近乎原句重述

【排除】B) 未提及

They had to help their mother and father to take care of their younger sisters and brothers. 说孩子帮忙照顾弟弟妹妹, 但原文从未提到"younger sisters and brothers", 是凭"传统大家庭"的常识臆造出来的。

C) 张冠李戴

Their mother had to get up early in the morning to drive them to school. 里 get up early in the morning、school 都是原文念过的词, 但 get up early in the morning 说的是"现代孩子", 且原文是孩子"自己"早起、并没有 drive them to school (开车送) 这件事。

借用原文: They have to get up early in the morning and get ready for school

D) 过度推断

They were spoiled by their parents and didn't want to go to school. 说孩子被宠坏、不想上学, 原文谈的是"依赖 (dependent)"而非"被宠坏", 也没说不想上学, 是把"依赖"过度引申成了"娇惯"。

-
25. A) The roles of the father, mother, and children have changed.
B) An increasing number of women work outside the home.
C) Changes have taken place in the structure of an American family.
D) The increasingly rapid pace of life makes people under greater pressure.

【题目】Why is the American family today so different from that of fifty years ago?

【翻译】为什么今天的美国家庭与五十年前的家庭如此不同？

- A) 父亲、母亲和孩子的角色发生了变化。 B) 越来越多的女性在外工作。
C) 美国家庭的结构发生了变化。 D) 日益加快的生活节奏使人们承受更大的压力。

【答案】 **B** (细节题) An increasing number of women work outside the home.

【定位】 In the modern family, the roles of the father, mother, and children have changed as more and more women work outside the home.

在现代家庭中，随着越来越多的女性外出工作，父亲、母亲和孩子的角色都已发生变化。

【信号】 **因果连词 as 引出原因**。 the roles of the father, mother, and children have changed as more and more women work outside the home 里 as (随着/因为) 连接前后：前半是"角色变了"这个现象，as 后面的 more and more women work outside the home 才是"为什么变"的原因，正是 Why 题落点。

【替换】 more and more women work outside the home ↔

An increasing number of women work outside the home.

more and more = an increasing number of

【排除】 A) **答非所问**

The roles of the father, mother, and children have changed. 几乎照抄原文 the roles of the father, mother, and children have changed，但这是 as 前面的"现象"——家庭哪里不同；题问的是"为何不同"，答的是原因，A 答非所问。

借用原文：the roles of the father, mother, and children have changed

C) **答非所问**

Changes have taken place in the structure of an American family. 呼应原文 the American family today is quite different 与结尾的 family structure，但它只是"家庭结构发生了变化"这个概括现象，同样没回答 Why。

借用原文：The next century may bring more important changes to the American family structure

D) **未提及**

The increasingly rapid pace of life makes people under greater pressure. 说"生活节奏加快带来压力"，听上去像个原因，但原文通篇没提 pace of life 或 pressure，是凭常识自造的动因。

SENTENCE INSIGHTS • 句子精讲

44 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 the songs can still get through to me.

第2段，第3句

简单句加情态动词结构在四六级和考研阅读中较为常见，短语动词 "get through" 的用法也具有一定代表性，但整体句式过于简单，缺乏从句或复杂修饰成分，作为典型真题句式的代表性一般。

On the other hand, I can't sing something I don't like and that's one of my defects.

第6段，第5句

非常典型的日常表达句式。情态动词否定句、省略关系代词的定语从句、并列句都是四六级和考研常见结构。这种 "主句 and 主句" 的并列模式以及 "名词 + 省略关系代词的定语从句" 的搭配在真题中频繁出现，掌握后可直接迁移到大量类似句子。

I'm the kind of person that if my personal life is hurting, I can go to work and the music will take over.

第8段，第3句

本句展现了"主句 + 定语从句（内含条件从句 + 并列主句）"的多层嵌套结构，这种"中心名词 + that定语从句"以及"if条件句 + 主句"的组合，在四六级和考研阅读中非常常见。句式具有很强的代表性，掌握后可大量复用于理解类似复杂句。

Make him feel young.

第1题，D

使役动词 make 加宾语加不带 to 的不定式补足语，是四六级和考研高频考查的句式。祈使句在口语和应用文写作中常见。该结构具有高度代表性，掌握后可广泛迁移至其他使役动词（let、have）及感官动词结构。

He is good at singing operas.

第2题，A

"be good at doing something" 是英语学习中极为常见、复用率很高的口语和写作句式，掌握后可以直接套用到大量类似表达中，代表性较强。

He can't do such a complicated piece of music as the opera.

第3题，A

"such...as" 比较结构是考试中常见的句式，情态动词表达能力也是高频考点。句子结构简洁清晰，具有较强的代表性，学习后可在类似比较句型中迁移应用。

W: I wonder if you could tell me a little bit about your job as a radio announcer.

第1段，第1句

"wonder if" 引导宾语从句是英语中非常典型的句式,在口语和书面语中都高频出现。从句中使用情态动词表达委婉请求也是常见用法。这种结构在各类英语考试中经常出现,学习后迁移性强。

M: Well, in the news room I'm sitting with the reporters and the news subs, as though I'm sitting in a newspaper news room.

第2段，第1句

主句加方式状语从句的结构在日常表达中较常见, as though 引导的比喻从句也是典型用法, 但整体句式相对简单, 不属于考试中高频出现的复杂长句结构, 代表性中等。

As stories go through the chain of people, they are refined, corrected and sorted out until they come finally to me and I have a chance to read through most stories before I go on the air.

第4段，第4句

本句的结构非常典型:主句 + 多个状语从句(时间状语从句)+ 嵌套从句 + 并列结构,是四六级和考研阅读中高频出现的句式。状语从句的嵌套、并列分句的使用、被动语态的主句,都是考试中常见的结构模式,掌握后可广泛迁移到其他同类句子。

True, not all US students can match the performance of their foreign counterparts, but American institutions do offer students from rich and poor families alike the chance to realize their full potential.

第1段，第9句

并列复合句配合转折连词 "but" 是四六级和考研阅读中的高频句式, 常用于论证中的对比或让步转折。双宾语结构和情态动词也是常考语法点。本句的"让步 + 转折"逻辑链条在议论文中极为典型, 掌握后可大量复用于理解类似论证结构的句子。

"America educates so many more people at university that one can't expect all those who go to be as intelligent as the much narrower band in British universities," says Prof. Christopher Ricks at Boston University.

第1段，第10句

本句结构典型、嵌套层次清晰、成分丰富, 主干识别和嵌套拆解都有一定难度但不超纲, 时态简单不构成额外负担, 非常适合作为结构分析和从句识别的训练材料, 优先级高。

It won't come overnight and there are limits beyond which not even science can take us.

第1段，第9句

本句的结构非常典型：并列句 + 限制性定语从句 + "there be" 存在句 + 情态动词，都是四六级和考研阅读中的高频句式。"介词 + which" 引导定语从句的结构尤其常见且易错。掌握本句的分析方法可直接迁移到大量真题句子，典型性很高。

In terms of efficiency and cleanness, buses, trains and other forms of public or mass transportation are superior to the private automobile, but only if they operate at near capacity.

第1段，第11句

主句采用主系表结构表达比较关系，配合条件状语从句限定论点前提，这种带有转折和条件限定的复合句在四六级和考研阅读中较为常见，尤其在议论文和说明文中用于表达有前提的观点。句式具有较强的迁移价值。

Otherwise, their overall efficiency is poor.

第1段，第12句

主系表结构配合句首转折状语是常见句式，在考试阅读中频繁出现。但本句过于简短，未体现考试中常见的定语、从句等复杂修饰，典型性中等，学习后可部分迁移到类似简单句的理解。

It eventually turns into heat.

第13题，A

涵盖主语、谓语、时间状语、方式状语四种成分，结构简单但成分种类基本齐全，适合初学者入门练习，但缺少宾语、定语等更多成分类型

One easy way to maintain order and, in turn, boost happiness, is to make the bed, every day.

第6段，第2句

本句采用 "主语 + be + 不定式表语" 的结构，是英语中常见的表达方式之一，尤其在说明建议、方法、目的时经常出现（如 "The best way is to..."），在四六级和考研阅读中频繁出现，具有较高的代表性和迁移价值。

This one may be especially helpful for parents: When leaving a room, pick up as you go, one thing at a time, without having to dedicate a lot of time and energy to it.

第16段，第1句

祈使句结构、时间状语从句的省略形式("When leaving...")、多个方式状语的叠加,以及冒号连接并列主句,都是四六级和考研真题中的常见句式,掌握后可迁移到大量类似句子,代表性较高。

Word expert Mitford Mathews says it read, "I'll bet neither the kid nor his father ever saw a nickel or a dime. They would not have been interested in such chickenfeed."

第3段，第3句

主句 + 宾语从句是四六级和考研常见句式，尤其 say 类动词引出宾语从句非常典型，具有一定代表性和迁移价值。

The "peanut gallery" got its name because it is the part of the theatre most distant from where the show takes place.

第8段，第3句

"主句 + because 引导原因部分 + 原因部分内部再带地点性从属结构"是很常见、可迁移的阅读句式。掌握这种找连接词再逐层展开的方法，能直接迁移到大量说明原因的句子。

What does "a person can never be too rich" mean according to the talk?

第19题题干

本句涵盖主语从句充当主句主语这一重要考点,疑问句中宾语前置("What"提前)也是常见难点,状语"according to"的识别同样有训练价值。成分种类较丰富,适合练习从句与疑问句的成分划分。

It takes great pains for a person to be very rich.

第19题，A

"It takes ... to ..." 是很常见、可反复迁移的句型，考试和日常阅读里都常出现。掌握这种形式主语结构后，很多相似句子都能更快看懂。

A person will never be satisfied with his wealth.

第19题，C

这种“主语 + will + be + 表语 + 介词短语”的结构非常常见，阅读和写作里都反复出现。掌握后可迁移到大量类似句子，如表示将来状态、评价和倾向的句型。

They worked for both their own country and their enemies.

第21题，D

“主语 + 一般过去时谓语 + 介词短语状语”是非常常见的基础句型；“both ... and ...”也是高频并列结构，迁移性较强。

The family is changing in the US as in many other countries in the world.

第1段，第1句

现在进行时 + 地点状语 + 比较状语从句（含谓语省略）是考试中常见的句式结构。比较状语从句在四六级和考研阅读中频繁出现，且经常伴随省略现象。掌握本句的分析方法可以迁移到大量类似真题句中。

Now in a modern family both the father and the mother are equal partners.

第1段，第3句

主系表结构和“both...and...”并列主语是四六级和考研中的常见句式，具有一定代表性。但本句过于简单，缺少从句、长修饰语等真题中更典型的复杂结构，迁移价值中等。

If the wife worked for pay, then the husband was not considered to be a good provider.

第2段，第4句

“if...then...”条件句是四六级和考研阅读中的高频句式，被动语态加宾语补语的结构也经常出现。本句结构规范、表达清晰，学生掌握后可以迁移到大量类似句子的理解中，具有较强的典型性和实用性。

In many families today, both husband and wife work for pay.

第2段，第5句

本句为典型的主谓结构简单句，配以多个状语修饰，是英语基础句式中的常见类型，但因过于简单，在四六级或考研中较少作为考查重点。

Therefore, they share the role of head of household.

第2段，第6句

覆盖主谓宾基本成分，宾语中含介词短语后置定语，但成分种类单一，训练价值有限

In addition, the traditional husband usually made the big decisions about spending money.

第2段，第7句

本句涵盖了主语、谓语、宾语、状语（两处）、定语（介词短语后置）这些常见成分，可以让学生练习识别基本句型和修饰成分的位置；但成分种类相对单一，缺少宾补、双宾语、复杂定语从句等容易混淆的结构，训练收益中等。

In contrast, the modern husband helps his working wife at home.

第2段，第11句

简单句中包含现在分词作前置定语（working wife）和介词短语作状语（In contrast、at home）的组合，是四六级和考研阅读中常见的句式。这种句子虽然简单，但其成分搭配方式（尤其是分词定语的使用）具有一定代表性，掌握后可复用到更复杂句子的局部结构中。

In the traditional family, the woman may have worked for pay during her first years of marriage.

第3段，第2句

谓语 "may have worked" 涉及情态动词与完成体的组合，表达对过去的推测，需要学生理解情态动词与时态结合的语义，对基础较弱的学习者有一定门槛。虽然只有一个谓语且为主动语态，但情态加完成体的理解难度中等偏上。

However, after she became pregnant, she would usually give up her job.

第3段，第3句

时间状语从句前置、主句采用情态助动词表达习惯性动作，这种结构在四六级和考研阅读中较为常见。特别是 "after" 引导的时间从句和 "would" 表示过去习惯的用法，都是考试中反复出现的典型句式，掌握后可迁移到大量类似句子。

Her primary role was to take care of her family.

第3段，第4句

主系表结构 + 不定式作表语 ("be + to do") 是四六级和考研中常见的句式，用于说明职责、目的或计划，具有一定的典型性和迁移价值，但句子过于简短，缺少复杂修饰成分的变化。

In contrast, in many families today, the modern woman works outside the home even after she has children.

第3段，第5句

结构较为典型。主句包含多个状语加时间状语从句的结构，是四六级和考研阅读中常见的句式。特别是「even after」引导让步性时间状语从句的用法，以及句首对比性状语「In contrast」的位置，都是考试中高频出现的句式特征，掌握后可以迁移到同类句子。

She's doing two jobs instead of one, so she is busier than the traditional mother was.

第3段，第6句

因果并列句加比较状语从句是四六级和考研阅读中的高频结构，用于对比论证。比较级 busier than 的用法以及从句中表语省略都是常考点，句式实用性强，掌握后可迁移到大量类似句子。

However, the modern wife does not have to live within her husband's income because the family has two incomes.

第3段，第8句

主句 + 原因状语从句是四六级和考研阅读中的高频句式，"have to" 的否定用法也是常考点。本句结构代表了说明因果关系的典型表达方式，学生掌握后可大量迁移到类似语境中。虽然句子本身难度不高，但作为因果复合句的范例具有较强的代表性。

In the traditional family, the children were taken care of by the mother because she did not work outside the home.

第4段，第2句

被动语态加原因状语从句是四六级和考研阅读中的高频句式，该句展示了典型的因果逻辑表达和被动结构，具有较强的代表性和复用价值。

However, today preschool children may go to a child care centre or to a baby-sitter regularly because the mother works.

第4段，第3句

主句加原因状语从句是四六级和考研阅读中非常常见的句式。情态动词表示可能性、并列介词短语作地点状语、"because" 引导原因状语从句，这些都是高频考点结构。句子的转折副词 "However" 开头也是学术文本和考试文章中的典型用法。掌握这种句式后可以迁移到大量类似结构的句子。

Their mother was there to help them to get ready for school and to make their breakfast.

第4段，第5句

句中涉及主语、系动词、表语、目的状语(不定式短语)等基本成分，但成分种类不多，且均为常见搭配，无明显易错点或特殊结构，作为成分划分练习材料收益有限。

In contrast, modern children are more independent.

第4段，第6句

主系表结构是常见基础句型，但本句过于简单，缺少四六级或考研真题中常见的从句嵌套、长定语修饰、复杂状语等典型特征，作为考试句式代表性较弱，迁移价值不高。

Their mother is busy getting ready for work, so they may even have to make their own breakfast.

第4段，第8句

并列句 + "so" 表因果是四六级阅读中的常见句式，情态动词表推测也是高频考点。两个主句结构简单但逻辑清晰，具有一定代表性，学习者掌握后可迁移到类似因果关系的句子。

In conclusion, the American family today is quite different from the family of fifty years ago.

第5段，第1句

主系表结构是四六级和考研阅读中的常见句式，尤其在总结性、对比性句子中频繁出现，本句的 "A is different from B" 模式具有一定代表性，但因过于简单，无法覆盖更复杂的典型考点。

In the modern family, the roles of the father, mother, and children have changed as more and more women work outside the home.

第5段，第2句

主句 + "as" 引导的状语从句是考试中的常见句式，用于说明因果或时间背景。现在完成时与一般现在时的搭配也是典型用法，句子结构具有较高的代表性和复用价值

Their mother would help them to get ready for school and to make their breakfast.

第24题，A

"help sb (to) do sth" 是四六级和考研常考句式，情态动词 "would" 表示过去习惯的用法也常出现在阅读理解中，本句结构具有较高的代表性和复用价值。

HIGH-FREQUENCY • 真题高频词

本卷出现的 214 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。

traditional

B1

adj. 传统的

本卷11次 · 真题 84 句

peanut

A2

n. 花生

本卷8次 · 真题 8 句

would

A1

aux. (will 的过去式) 将要，会

本卷6次 · 真题 568 句

mass

B1

n. 大量

本卷5次 · 真题 44 句

less

A1

det. 较少的

本卷4次 · 真题 273 句

expert

B1

n. 专家

本卷4次 · 真题 114 句

income

B1

n. 收入

本卷4次 · 真题 94 句

happiness

A2

n. 幸福

本卷4次 · 真题 53 句

efficiency B2

n. 效率

本卷4次·真题 33 句

household B1

n. 家庭

本卷4次·真题 30 句

transportation B1

n. 交通运输 (系统)

本卷4次·真题 28 句

expression B1

n. 表达

本卷4次·真题 27 句

gallery B1

n. 美术馆

本卷4次·真题 13 句

alarm A2

n. 警报器

本卷4次·真题 12 句

transit B2

n. 运输

本卷4次·真题 10 句

relationship B1

n. 关系

本卷3次·真题 168 句

accord C1

n. (国家、团体间的) 协议

本卷3次·真题 167 句

million A2

num. 一百万

本卷3次·真题 126 句

according B1

prep. 根据

本卷3次·真题 96 句

potential B2

adj. 潜在的

本卷3次·真题 92 句

mostly B1

adv. 主要地

本卷3次·真题 59 句

operate B1

v. 运转

本卷3次·真题 52 句

complicated B2

adj. 复杂的

本卷3次·真题 29 句

mood A2

n. 心情

本卷3次·真题 27 句

contrast B2

n. 对比

本卷3次·真题 24 句

equal A2

adj. 相等的

本卷3次·真题 23 句

benefit B1

n. 好处

本卷2次·真题 244 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷2次·真题 182 句

view A2

n. 观点, 看法

本卷2次·真题 134 句

professor B1

n. 教授 (大学教师的最高职称)

本卷2次·真题 112 句

performance B1

n. 表演

本卷2次·真题 98 句

united B1

adj. 联合的

本卷2次·真题 97 句

amount A2

n. 数量

本卷2次·真题 84 句

states A1

n. 国家

本卷2次·真题 80 句

contribute B1

v. 捐献

本卷2次·真题 79 句

variety B1

n. 多样化

本卷2次·真题 66 句

realize B1

v. 意识到, 认识到

本卷2次·真题 64 句

perform B1

v. 执行

本卷2次·真题 61 句

fuel B1

n. 燃料

本卷2次·真题 60 句

boost B2

v. 提高

本卷2次·真题 55 句

link A2

n. 联系

本卷2次·真题 53 句

contain B1

v. 包含, 含有

本卷2次·真题 52 句

institution B2

n. 机构

本卷2次·真题 52 句

capacity B2

n. 容量

本卷2次·真题 36 句

structure B1

n. 结构

本卷2次·真题 35 句

centre A2

n. 中心;中央

本卷2次·真题 33 句

handle A2

v. 处理

本卷2次·真题 32 句

vehicle B1

n. 交通工具

本卷2次·真题 32 句

gather B1

v. 聚集, 集合

本卷2次·真题 31 句

appropriate B2

adj. 合适的

本卷2次·真题 30 句

working A2

adj. 有工作的

本卷2次·真题 29 句

delay B1

n. 延迟

本卷2次·真题 27 句

editor B1

n. 编辑

本卷2次·真题 25 句

intelligent B1

adj. 聪明的

本卷2次·真题 24 句

dependent B2

adj. 依靠的

本卷2次·真题 22 句

bar A2

n. 酒吧

本卷2次·真题 19 句

superior B2

adj. 更好的

本卷2次·真题 19 句

accomplish B2

v. 完成, 实现 (任务、目标)

本卷2次·真题 18 句

tone B1

n. 语气, 口气

本卷2次·真题 17 句

tip A2

n. 小费

本卷2次·真题 16 句

following B1

adj. 接下来的

本卷2次·真题 15 句

document B1

n. 文件

本卷2次·真题 14 句

publication B2

n. 出版物

本卷2次·真题 14 句

saying B1

n. 谚语

本卷2次·真题 12 句

file A2

n. 文件

本卷2次·真题 11 句

musical B1

adj. 音乐的

本卷2次·真题 9 句

protest B2

v. 抗议;反对

本卷2次·真题 8 句

wrap B1

v. 包

本卷2次·真题 8 句

impact B2

n. 影响

本卷1次·真题 185 句

system A2

n. 系统

本卷1次·真题 176 句

economic B2

adj. 经济的

本卷1次·真题 167 句

power A2

n. 权力

本卷1次·真题 128 句

process B1

n. 过程

本卷1次·真题 126 句

challenge B1

n. 挑战

本卷1次·真题 119 句

design B1

n. 设计

本卷1次·真题 119 句

project A2

n. 项目

本卷1次·真题 116 句

major B1

adj. 主要的

本卷1次·真题 108 句

support A2

v. 支持

本卷1次·真题 103 句

event A2

n. 事件

本卷1次·真题 99 句

effective B1

adj. 有效的, 起作用的

本卷1次·真题 94 句

concern B1

v. 涉及

本卷1次·真题 88 句

later A1

adv. 以后, later

本卷1次·真题 87 句

graduate B1

n. 毕业生

本卷1次·真题 82 句

increasingly B2

adv. 越来越;日益;不断增加地

本卷1次·真题 78 句

gas A2

n. 气体

本卷1次·真题 77 句

nation B1

n. 国家

本卷1次·真题 76 句

attract B1

v. 吸引 (注意力、兴趣)

本卷1次·真题 67 句

easily A2

adv. 容易地

本卷1次·真题 65 句

maintain B1

v. 维持

本卷1次·真题 64 句

apply A2

v. 申请

本卷1次·真题 63 句

available A2

adj. 可获得的

本卷1次·真题 63 句

political B1

adj. 政治的

本卷1次·真题 59 句

figure A2

n. 数字

本卷1次·真题 58 句

overall B1

adj. 总体的

本卷1次·真题 58 句

pressure B1

n. 心理压力

本卷1次·真题 57 句

launch B1

v. 推出

本卷1次·真题 56 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

struggle B1

v. 奋斗

本卷1次·真题 54 句

mainly B1

adv. 主要地

本卷1次·真题 53 句

particular B2

adj. 特定的

本卷1次·真题 52 句

senior B1

adj. 级别高的

本卷1次·真题 52 句

limit B1

n. 限度

本卷1次·真题 51 句

connection B1

n. 联系

本卷1次·真题 50 句

recommend

B1

v. 推荐

本卷1次·真题 47 句

attend

A2

v. 出席, 参加 (会议、活动等)

本卷1次·真题 46 句

detail

B1

n. 细节

本卷1次·真题 46 句

creativity

B2

n. 创造力

本卷1次·真题 45 句

flood

B1

n. 洪水

本卷1次·真题 44 句

fully

B1

adv. 完全地

本卷1次·真题 43 句

currently

B1

adv. 目前, 当前

本卷1次·真题 42 句

signal

B1

n. 信号

本卷1次·真题 42 句

addition

A2

n. 增加

本卷1次·真题 41 句

interested

A1

adj. 感兴趣的

本卷1次·真题 41 句

responsible

B1

adj. 负责的

本卷1次·真题 40 句

partner

B1

n. 伴侣

本卷1次·真题 39 句

related

B1

adj. 相关的

本卷1次·真题 39 句

wealthy

B2

adj. 富有的

本卷1次·真题 39 句

elite

C1

n. 精英

本卷1次·真题 37 句

official

B1

adj. 官方的

本卷1次·真题 37 句

improvement B1

n. 改进

本卷1次·真题 36 句

lecture B1

n. 讲座

本卷1次·真题 35 句

rural B1

adj. 乡村的, 农村的

本卷1次·真题 35 句

highly B1

adv. 非常

本卷1次·真题 34 句

pollution B1

n. 污染

本卷1次·真题 34 句

otherwise B2

adv. 否则, 不然

本卷1次·真题 33 句

regular B1

adj. 经常的

本卷1次·真题 33 句

chain B1

n. 链条

本卷1次·真题 32 句

eventually B1

adv. 最终

本卷1次·真题 32 句

valuable B1

adj. 贵重的

本卷1次·真题 32 句

stage A2

n. 阶段

本卷1次·真题 31 句

reader A2

n. 读者

本卷1次·真题 30 句

spot A2

n. 地点

本卷1次·真题 30 句

directly B1

adv. 直接地

本卷1次·真题 29 句

finally A2

adv. 终于, 最终

本卷1次·真题 29 句

comment B1

n. 评论

本卷1次·真题 28 句

familiar B1

adj. 熟悉的

本卷1次·真题 28 句

therefore B1

adv. 因此, 所以

本卷1次·真题 28 句

regularly A2

adv. 经常地

本卷1次·真题 27 句

teaching A2

n. 教学工作; 教书

本卷1次·真题 27 句

increasing B1

adj. 越来越多的

本卷1次·真题 26 句

manner B1

n. 方式

本卷1次·真题 25 句

provider B2

n. 供应者

本卷1次·真题 24 句

motivation B2

n. 动力

本卷1次·真题 23 句

pace B1

n. 速度

本卷1次·真题 23 句

strongly B1

adv. 强烈地

本卷1次·真题 23 句

admit B1

v. 承认 (事实、错误等)

本卷1次·真题 22 句

version B1

n. 版本

本卷1次·真题 22 句

calm B1

adj. 平静的

本卷1次·真题 21 句

import B1

v. 进口

本卷1次·真题 21 句

planning B1

n. 规划

本卷1次·真题 21 句

preparation B1

n. 准备

本卷1次·真题 21 句

acknowledge

B2

v. 承认 (事实、错误等)

本卷1次 · 真题 20 句

surprising

A2

adj. 令人惊讶的

本卷1次 · 真题 20 句

trigger

B2

v. 引发

本卷1次 · 真题 20 句

narrow

B1

adj. 狭窄的

本卷1次 · 真题 19 句

nuclear

B2

adj. 核能的

本卷1次 · 真题 19 句

nut

A2

n. 坚果

本卷1次 · 真题 19 句

remind

A2

v. 提醒

本卷1次 · 真题 19 句

false

A2

adj. 错误的

本卷1次 · 真题 18 句

given

B1

prep. 考虑到

本卷1次 · 真题 18 句

indicator

B2

n. 指示物;指示信号

本卷1次 · 真题 18 句

combination

B1

n. 结合

本卷1次 · 真题 17 句

counterpart

C1

n. 对应的人或物

本卷1次 · 真题 17 句

unusual

B1

adj. 不寻常的

本卷1次 · 真题 17 句

alert

B2

adj. 警觉的

本卷1次 · 真题 16 句

assistant

A2

n. 助手

本卷1次 · 真题 16 句

atmosphere

B2

n. 气氛

本卷1次 · 真题 16 句

brief B1

adj. 简短的, 短暂的

本卷1次 · 真题 16 句

guy A2

n. 男人

本卷1次 · 真题 16 句

prosperity C1

n. 繁荣

本卷1次 · 真题 16 句

solar B2

adj. 太阳的

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

alike B1

adj. 相似的

本卷1次 · 真题 15 句

ladder A2

n. 梯子

本卷1次 · 真题 15 句

concentrate B1

v. 集中注意力

本卷1次 · 真题 14 句

outer B1

adj. 外部的, 外面的

本卷1次 · 真题 14 句

overseas B1

adv. 在海外

本卷1次 · 真题 14 句

pain A2

n. 疼痛

本卷1次 · 真题 14 句

philosopher B2

n. 哲学家

本卷1次 · 真题 14 句

scent B1

n. 香味, 气味

本卷1次 · 真题 14 句

contemporary B2

adj. 当代的

本卷1次 · 真题 13 句

educate B2

v. 教育

本卷1次 · 真题 13 句

inner B1

adj. 内部的, 里面的

本卷1次 · 真题 13 句

strategic B2

adj. 战略（性）的

本卷1次·真题 13 句

eager B1

adj. 热切的

本卷1次·真题 12 句

isolated B2

adj. 孤立的

本卷1次·真题 12 句

motor B1

n. 发动机

本卷1次·真题 12 句

suddenly A2

adv. 突然地

本卷1次·真题 12 句

comparable B2

adj. 可比较的

本卷1次·真题 11 句

crash B1

v. （车辆）猛撞，碰撞

本卷1次·真题 11 句

dedicate B2

v. 致力于

本卷1次·真题 11 句

distant B1

adj. 遥远的，远处的

本卷1次·真题 11 句

engine A2

n. 发动机，引擎

本卷1次·真题 11 句

jam A2

n. 果酱

本卷1次·真题 11 句

overwhelm B2

v. 使不知所措

本卷1次·真题 11 句

proceed B2

v. 继续进行

本卷1次·真题 11 句

satisfied B1

adj. 满意的

本卷1次·真题 11 句

secondary B2

adj. 次要的

本卷1次·真题 11 句

desirable B2

adj. 令人向往的

本卷1次·真题 10 句

folk

B1

n. 人们

本卷1次·真题 10 句

overwhelming

B2

adj. 压倒性的

本卷1次·真题 10 句

broaden

B2

v. 扩大

本卷1次·真题 9 句

elaborate

C1

adj. 复杂精细的

本卷1次·真题 9 句

flip

B1

v. 快速翻转

本卷1次·真题 9 句

phrase

B1

n. 短语

本卷1次·真题 9 句

anytime

A2

adv. 在任何时候

本卷1次·真题 8 句

correctly

A2

adv. 正确地

本卷1次·真题 8 句

glance

B2

v. 瞥

本卷1次·真题 8 句

inefficient

B2

adj. 效率低的

本卷1次·真题 8 句

preschool

B1

n. 学前班;幼儿园

本卷1次·真题 8 句

proof

B2

n. 证据

本卷1次·真题 8 句

refine

B2

v. 改进

本卷1次·真题 8 句

weakness

B1

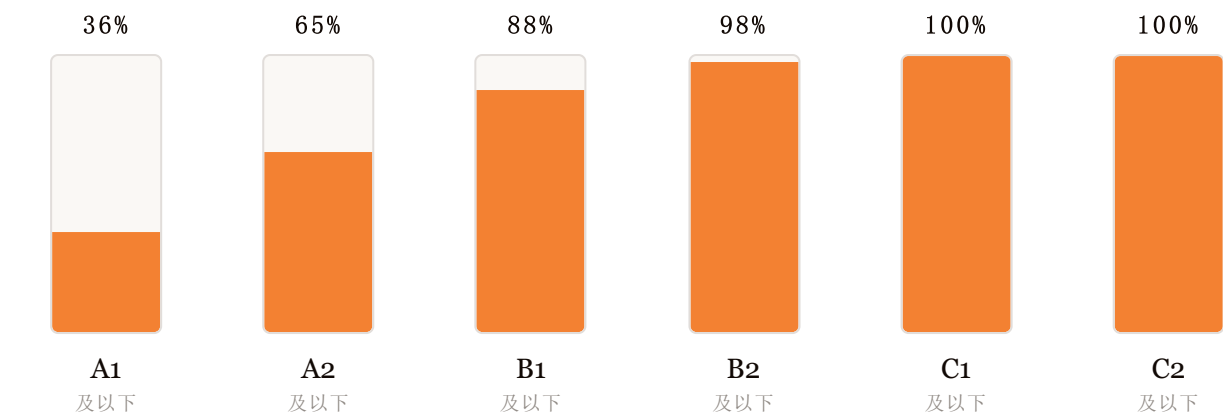
n. 缺点

本卷1次·真题 8 句

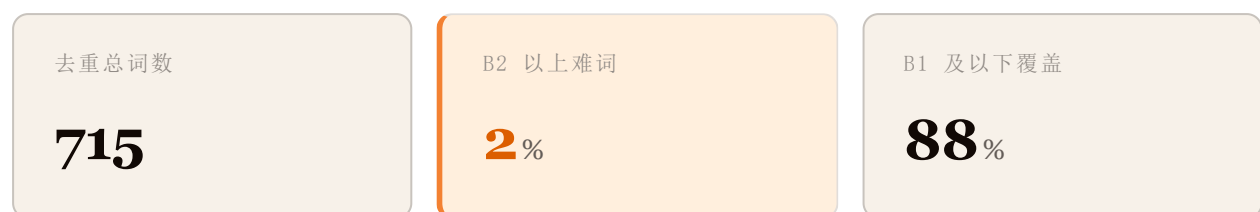
VOCABULARY • 词汇难度分布

全卷录音原文 715 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **715** 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 15 个·约 2%。



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 715 个 · 末柱为 100%



英语六级 2015年12月·第1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 →
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Part IV	汉译英（段落翻译）	题目解析 →

2015年12月·第1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12月·第1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1套(2015-12) • 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.

According to a report from the Harvard School of Public Health, many everyday products, including some bug sprays and cleaning fluids, could lead to an increased risk of brain and behavioral disorders in children. The developing brain, the report says, is particularly 26 to the toxic effects of certain chemicals these products may contain, and the damage they cause can be 27.

根据哈佛大学公共卫生学院的一份报告，许多日常用品，包括一些杀虫剂和清洁液，可能导致儿童大脑和行为障碍的风险增加。报告指出，发育中的大脑特别容易受到这些产品可能含有的某些化学物质的毒性影响，而且它们造成的损害可能是永久性的。

The official policy, however, is still evolving. Health and environmental 28 have long urged US government agencies to 29 the use of some of the 11 chemicals the report cites and called for more studies on their long-term effects. In 2001, for example, the Environmental Protection Agency 30 the type and amount of lead that could be present in paint and soil in homes and child-care 31, after concerns were raised about lead poisoning. The agency is now 32 the toxic effects of some of the chemicals in the latest report.

然而，官方政策仍在不断演变。长期以来，健康和环境倡导者一直敦促美国政府机构收紧对报告中提到的11种化学物质的使用，并呼吁对它们的长期影响进行更多研究。例如，在人们对铅中毒表示担忧后，环境保护署于2001年限制了住宅和儿童保育机构的油漆和土壤中可能存在的铅的类型和数量。该机构目前正在调查最新报告中一些化学物质的毒性影响。

But the threshold for regulation is high. Because children's brain and behavioral disorders, like hyperactivity and lower grades, can also be linked to social and genetic factors, it's tough to pin them on exposure to specific chemicals with solid 33 evidence, which is what the EPA requires. Even the

Harvard study did not prove a direct 34 but noted strong associations between exposure and risk of behavioral issues.

但监管的门槛很高。由于儿童的大脑和行为障碍，如多动症和成绩下降，也可能与社会和遗传因素有关，因此很难用可靠的统计证据将它们归因于接触特定化学物质，而这正是环境保护署所要求的。即使是哈佛大学的研究也没有证明直接的相关性，但指出了接触与行为问题风险之间的强关联。

Nonetheless, it's smart to 35 caution. While it may be impossible to prevent kids from drinking tap water that may contain trace amounts of chemicals, keeping kids away from lawns recently sprayed with chemicals and freshly dry-cleaned clothes can't hurt.

尽管如此，谨慎行事是明智的。虽然可能无法阻止孩子们饮用可能含有微量化学物质的自来水，但让孩子们远离最近喷洒过化学物质的草坪和刚干洗过的衣服并无坏处。

- | | |
|------------------|----------------|
| A) advocates | I) particles |
| B) compact | J) permanent |
| C) correlation | K) restricted |
| D) exercise | L) simulating |
| E) facilities | M) statistical |
| F) interaction | N) tighten |
| G) investigating | O) vulnerable |
| H) overwhelmed | |

26. The developing brain, the report says, is particularly (26) to the toxic effects of certain chemicals

【答案】 **O) vulnerable** (形容词)

【词性槽】 be + particularly + + to 结构

【依据】 **be vulnerable to 固定搭配 + 主旨呼应**

be vulnerable to sth. 意为"对.....脆弱、易受.....伤害"——主语是 The developing brain"发育中的大脑", 宾语是 the toxic effects of certain chemicals"某些化学物质的毒性", 整句意为"发育中的大脑尤其易受这些毒性影响", 正是全文的核心警告。

27. the damage they cause can be __(27)___

【答案】 **J) permanent** (形容词)

【词性槽】 系动词 be 后表语

【依据】 呼应上文"发育中大脑"的不可逆损伤

The developing brain, the report says, is particularly __(26)___ to the toxic effects of certain chemicals these products may contain, and the damage they cause can be __(27)___: 前半句讲发育中的大脑特别脆弱, 后半句用 and 顺承说"造成的伤害可以是___"——permanent"永久的、不可逆的"正好把"伤害严重到什么程度"推到极致, 与开篇"风险增加"的警示基调一致。

【易错】 最具迷惑性的错误词是 **B)** —— compact vs permanent 形容词同位。compact 在 can be 后形容词位上形态完全合规, 且"短小"听起来像在描述伤害规模——若不联系上文"发育中的大脑易受影响"很容易误选。防坑一句话: 用 and 顺承同向延伸的判据, 前半已经在讲"风险增加", 后半就该用 permanent"不可逆"把伤害推到极致。

28. Health and environmental __(28)___ have long urged US government agencies

【答案】 **A) advocates** (名词)

【词性槽】 主语位、复数 (have 提示)

【依据】 "健康与环境倡导者" = 推动政策的群体

Health and environmental advocates 是地道搭配, 指"健康与环境领域的倡导者/活动家"——这群人正是"敦促政府加紧管控"的主体; 与下文 called for more studies on their long-term effects"呼吁开展更多长期研究"完全吻合。

29. Health and environmental __(28)___ have long urged US government agencies to __(29)___ the use of some of the 11 chemicals

【答案】 **N) tighten** (动词)

【词性槽】 to + 动词原形

【依据】 tighten the use"收紧使用" = 加强管制

urged US government agencies to tighten the use of some of the 11 chemicals: tighten 本义"收紧", 引申到法规语境就是"加强管制", 与下文 the Environmental Protection Agency __(30)___ the type and amount of lead"EPA 限制了铅的类型和数量"的具体举措一脉相承。

30. In 2001, for example, the Environmental Protection Agency __ (30) __ the type and amount of lead

【答案】 **K) restricted** (动词)

【词性槽】 句子谓语、需过去式

【依据】 "限制了铅的类型与数量" = 监管举措

the Environmental Protection Agency restricted the type and amount of lead that could be present in paint and soil in homes and child-care facilities, after concerns were raised about lead poisoning: EPA 因铅中毒担忧"限制了"铅的种类和数量——这是 28 空 advocates、29 空 tighten 所推动的具体后续行动, 链条完整。

【竞争词】 H) overwhelmed 搭配不通: 无法"压垮"种类与数量

overwhelm 的宾语通常是人或情感 (如 overwhelmed by emotions), 不能跟"the type and amount of lead"这种抽象规格组合; 而且语义"EPA 压垮了铅的种类"完全不合逻辑。

31. the type and amount of lead that could be present in paint and soil in homes and child-care __ (31) __

【答案】 **E) facilities** (名词)

【词性槽】 and 后并列名词、且需复数

【依据】 与 homes 并列指"儿童看护场所"

lead that could be present in paint and soil in homes and child-care __ (31) __: 与"家中"并列的应该是另一个"儿童会接触到油漆和土壤"的物理场所; child-care facilities 是固定表达, 意为"儿童看护设施/托儿所", 正好对位 homes。

【竞争词】 I) particles 语义不通: 颗粒不是场所

particles 是"微粒", child-care particles 既不是固定搭配, 也无法与 homes (家这种场所) 构成对位的并列项; 本句讨论的是铅出现在"哪些地方", 需要的是场所名词, 不是物质名词。

32. The agency is now __ (32) __ the toxic effects of some of the chemicals

【答案】 **G) investigating** (动词)

【词性槽】 be + __ + 名词宾语, 需进行时分词

【依据】 "调查毒性效应" = 机构正在做的事

The agency is now investigating the toxic effects of some of the chemicals in the latest report: 机构"正在调查"最新报告中某些化学品的毒性, 紧承上文 EPA 此前的限制铅举措、并推进到对新化学品的研究, 正是政策"仍在演进" (The official policy, however, is still evolving) 的具体体现。

【竞争词】 L) simulating "模拟毒性效应"不合机构职能

simulate 是"模拟、仿真", 多用于实验/计算机建模; 监管机构 EPA 的本职是调查、评估和管控, 而不是"模拟毒性效应"。且语境是"政策仍在演进", 需要的是"研究取证"动作, 不是"实验模拟"。

33. it's tough to pin them on exposure to specific chemicals with solid __(33)__ evidence

【答案】 **M) statistical** (形容词)

【词性槽】 形容词修饰名词 evidence

【依据】 EPA 监管需要"统计学证据"

上文 Because children's brain and behavioral disorders, like hyperactivity and lower grades, can also be linked to social and genetic factors: 因为儿童脑部失常还可能由社会/遗传因素引起, 所以要把它"钉"在特定化学品上必须有 statistical evidence"统计学上的证据"——即排除其它因素后的相关性数据, 这是 EPA 监管的常规要求。

【竞争词】 J) permanent "永久的证据"不成立

permanent 修饰的是状态/伤害 (如 permanent damage), 不修饰 evidence; "永久证据"既不是固定搭配也不合逻辑——证据要的是"充分/确凿/统计学意义上的", 不需要"永久"。

34. Even the Harvard study did not prove a direct __(34)__ but noted strong associations between exposure and risk of behavioral issues

【答案】 **C) correlation** (名词)

【词性槽】 形容词 direct 后的名词

【依据】 与 but 后 associations 同义复现

but 后 noted strong associations between exposure and risk"指出了暴露与风险之间的强相关"——空处需要的是与 associations"关联"同义的词。correlation"相关性"正好与 associations 同义复现: 哈佛研究"没证明直接的相关性, 但指出了强烈的关联", 前后呼应、逻辑通顺。

【竞争词】 F) interaction "互动"不是研究证据的核心结论

interaction 是"相互作用、互动", 更多用于描述双方互相影响的过程; 而本句讨论的是研究是否"证明 A 导致 B"的因果/相关性, 需要的是 correlation/causation/link 这类关系词, 不是"互动"。"a direct interaction"也不是流行病学/统计研究的标准结论表述。

【易错】 最具迷惑性的错误词是 F) —— correlation vs interaction 易混。interaction 词性正确, 且"互动"与本句"暴露与风险的关系"看上去也沾边——粗心考生很可能在不看 but 后的 strong associations 时误选 F。防坑一句话: but 后的 associations 就是空处的同义复现, 研究证不证明的叫 correlation, 不叫 interaction。

35. Nonetheless, it's smart to __(35)__ caution

【答案】 **D) exercise** (动词)

【词性槽】 to 后动词原形

【依据】 **exercise caution = 保持谨慎 (固定搭配)**

exercise 作动词时除了"锻炼", 还有"行使、运用"之意, exercise caution/care/control/judgment 是英语中表示"保持谨慎、运用判断力"的高频搭配。While it may be impossible to prevent kids from drinking tap water that may contain trace amounts of chemicals, keeping kids away from lawns recently sprayed with chemicals and freshly dry-cleaned clothes can't hurt: 后文给出"远离喷药草坪、干洗衣物"等具体小心举措, 正是对"保持谨慎"的展开。

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) **advocates** (名词) (动词)

n. 倡导者, 拥护者; v. 倡导, 主张 (作动词时常用第三人称单数 advocates)

用于第 28 空

B) **compact** (形容词) (动词) (名词)

adj. 紧凑的, 小巧的; v. 压紧; n. 协议

干扰词 · 未选用

C) **correlation** (名词)

n. 相关性, 关联

用于第 34 空

D) **exercise** (动词) (名词)

v. 运用, 行使 (搭配 exercise caution/care/control 表"保持谨慎/小心"); n. 锻炼

用于第 35 空

E) **facilities** (名词)

n. 设施, 场所 (facility 的复数)

用于第 31 空

F) **interaction** (名词)

n. 相互作用, 互动

干扰词 · 未选用

G) **investigating** 动词 形容词

v. investigate 的现在分词/动名词, 调查; 可与 be 构成进行时

用于第 32 空

H) **overwhelmed** 动词 形容词

v. overwhelm 的过去式/过去分词, 压垮, 使不知所措; adj. 不知所措的

干扰词 · 未选用

I) **particles** 名词

n. 颗粒, 微粒 (particle 的复数)

干扰词 · 未选用

J) **permanent** 形容词

adj. 永久的, 不可逆的

用于第 27 空

K) **restricted** 动词 形容词

v. restrict 的过去式/过去分词, 限制; adj. 受限的

用于第 30 空

L) **simulating** 动词 形容词

v. simulate 的现在分词/动名词, 模拟, 仿真

干扰词 · 未选用

M) **statistical** 形容词

adj. 统计的, 统计学上的

用于第 33 空

N) **tighten** 动词

v. 收紧, 加强 (管制) (动词原形, 可跟在 to 后构成不定式)

用于第 29 空

O) **vulnerable** 形容词

adj. 易受伤害的, 脆弱的 (常搭配 be vulnerable to sth.)

用于第 26 空

全文主旨

日常化学品对儿童大脑的潜在伤害与监管两难

全文围绕一份哈佛报告展开: 日常用品中的化学物质可能损害儿童大脑发育, 但政府监管因证据门槛高而进展缓慢。开篇即点题——many everyday products, including some bug sprays and cleaning fluids, could lead to an increased risk of brain and behavioral disorders in children, 后续三段分别讲损害的不可逆性、政策推进的迟缓、监管证据要求过高的困境, 并以“宁可小心”作结。

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。

B) **compact** 形容词外形像 27 空答案

compact"紧凑的"是形容词，看到 27 空 the damage they cause can be __(27)__ 时，词性对得上，粗心考生若不细读会被它的"短小整齐"感觉骗住；但"伤害是紧凑的"语义不通——识破靠"代入读完整句"。

F) **interaction** 和 correlation 同为关系类名词

interaction"互动"和 34 空答案 correlation 都是表关系的名词，词性、范畴都沾边；区分靠"研究证不证明的是相关/因果"而非"互动"——研究语境用 correlation 才地道。

H) **overwhelmed** 形态像 30 空答案 restricted

overwhelmed 和 restricted 都是"动词过去式/分词"形态，看到 30 空 the Environmental Protection Agency __(30)__ the type and amount of lead 时形态完全对上；但"压垮铅的种类和数量"宾语搭配不成立——识破靠"动词宾语兼容度"。

I) **particles** 复数名词形态像 31 空答案

particles"颗粒"是复数名词，看到 31 空 in paint and soil in homes and child-care __(31)__ 与 homes 并列时，词性、单复数都对得上，且"颗粒"和铅、化学物质沾边，迷惑性很强；但与 homes 并列要求是"场所"语义类别，facilities 才合适——识破靠"并列项语义对位"。

L) **simulating** -ing 形态像 32 空答案

simulating 是 -ing 形态，看到 32 空 The agency is now __(32)__ the toxic effects 时形态对位、能构成进行时；但监管机构的本职是 investigate 而非 simulate——识破靠"动作主体匹配职能"。

SENTENCE INSIGHTS • 句子精讲

6 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。

According to a report from the Harvard School of Public Health, many everyday products, including some bug sprays and cleaning fluids, could lead to an increased risk of brain and behavioral disorders in children.

第1段，第1句

本句体现了四六级和考研阅读中常见的句式特征：句首状语 + 主语带插入语 + 情态动词谓语 + 宾语带多层修饰。这种“信息来源状语 + 科学结论陈述”的结构在学术类文章和新闻报道中高频出现，掌握后可迁移到大量同类句子的理解。

The developing brain, the report says, is particularly vulnerable to the toxic effects of certain chemicals these products may contain, and the damage they cause can be permanent.

第1段，第2句

本句体现了英语学术写作和新闻报道中的典型句式：主句并列陈述两个相关事实，定语从句紧跟名词限定范围，插入语补充信息来源。省略关系代词的定语从句、并列的主系表结构、以及 vulnerable to 和 cause 这类常见搭配，都是四六级和考研阅读中高频出现的结构，掌握后可广泛应用。

The official policy, however, is still evolving.

第2段，第1句

简单句带插入语的结构在考试中常见，现在进行时也是高频考点，具有一定代表性，但句式过于简单，难以体现复杂长难句特征

In 2001, for example, the Environmental Protection Agency restricted the type and amount of lead that could be present in paint and soil in homes and child-care facilities, after concerns were raised about lead poisoning.

第2段，第3句

全句结构高度典型：主句带修饰性时间状语和插入语、宾语中嵌套限制性定语从句、句尾附加时间状语从句，这种“主句+定语从句+状语从句”的组合是四六级和考研阅读中的常见句式。定语从句使用关系代词“that”引导并在从句中充当主语，状语从句使用被动语态陈述背景事实，都是真题高频考点，学习后可大量复用到同类句型的理解。

Even the Harvard study did not prove a direct correlation but noted strong associations between exposure and risk of behavioral issues.

第3段，第3句

并列谓语结构在四六级和考研阅读中较为常见，特别是使用 "but" 表达转折对比的句式。本句的 "主语 + 谓语1 + 宾语1 + but + 谓语2 + 宾语2" 结构具有一定代表性，掌握后可迁移到类似句型的理解中。

Nonetheless, it's smart to exercise caution.

第4段，第1句

"It is + 形容词 + to do" 句型在四六级和考研真题中高频出现，是表达评价或建议的典型结构。掌握这一句型后，学生可大量复用到写作和阅读中。句首状语的使用也符合学术或正式语境的常见表达习惯，具有较强的迁移价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 46 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。

chemical

B1

adj. 化学的

本篇6次 · 真题 46 句

effect

A2

n. 影响

本篇3次 · 真题 191 句

agency

B2

n. 代理机构

本篇3次 · 真题 42 句

behavioral

B2

adj. 行为的

本篇3次 · 真题 22 句

product

A2

n. 产品

本篇2次 · 真题 271 句

risk

A2

n. 风险

本篇2次 · 真题 167 句

environmental B1

adj. 环境的
本篇2次·真题 112句

amount A2

n. 数量
本篇2次·真题 84句

contain B1

v. 包含, 含有
本篇2次·真题 52句

toxic B2

adj. 有毒的, 中毒性的
本篇2次·真题 24句

exposure B2

n. 暴露
本篇2次·真题 21句

disorder B2

n. 疾病
本篇2次·真题 9句

issue B1

n. 问题
本篇1次·真题 158句

factor B1

n. 因素
本篇1次·真题 108句

policy B1

n. 政策
本篇1次·真题 103句

according B1

prep. 根据
本篇1次·真题 96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

type A2

n. 类型
本篇1次·真题 84句

recently A2

adv. 最近
本篇1次·真题 76句

specific B2

adj. 具体的
本篇1次·真题 59句

particularly B2

adv. 尤其, 特别 (强调某事物)
本篇1次·真题 57句

advocate B2

v. 拥护

本篇1次·真题 55 句

link A2

n. 联系

本篇1次·真题 53 句

damage B1

n. 损害

本篇1次·真题 46 句

protection B1

n. 保护

本篇1次·真题 42 句

genetic B2

adj. 遗传的

本篇1次·真题 38 句

official B1

adj. 官方的

本篇1次·真题 37 句

association B2

n. 协会

本篇1次·真题 30 句

vulnerable C1

adj. 易受伤害的

本篇1次·真题 30 句

regulation B2

n. 规则, 条例

本篇1次·真题 28 句

facility B2

n. 设施

本篇1次·真题 27 句

urge B2

v. 敦促

本篇1次·真题 27 句

evolve B2

v. 逐渐发展; 进化

本篇1次·真题 26 句

tough B1

adj. 困难的

本篇1次·真题 24 句

tap B1

v. 轻敲、轻拍

本篇1次·真题 22 句

correlation C1

n. 相关性

本篇1次·真题 21 句

latest B1

adj. 最新的

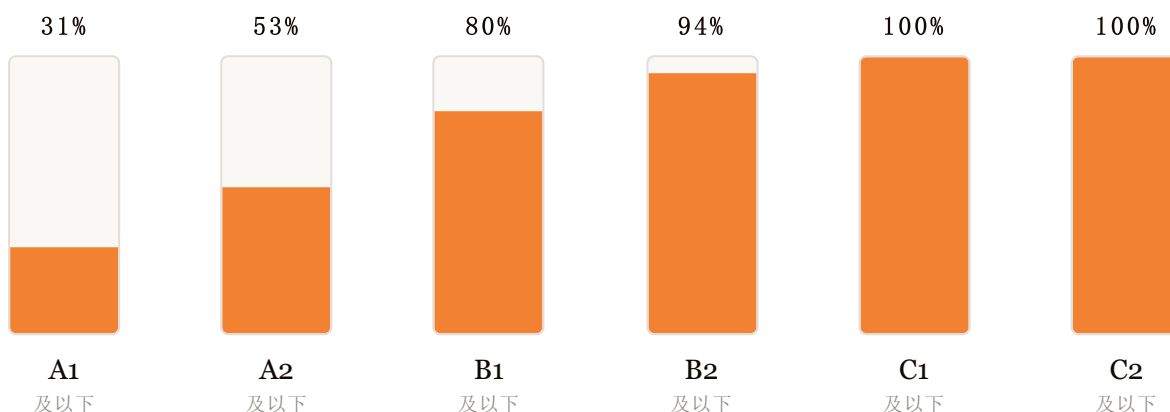
本篇1次·真题 20 句

<u>investigate</u> B2 v. 调查 本篇1次 · 真题 18 句	<u>cleaning</u> A2 n. 清洁 本篇1次 · 真题 17 句
<u>caution</u> B2 n. 小心;谨慎 本篇1次 · 真题 16 句	<u>cite</u> B2 v. 引用, 引证 本篇1次 · 真题 15 句
<u>statistical</u> B2 adj. 统计的 本篇1次 · 真题 10 句	<u>nonetheless</u> B2 adv. 尽管如此 本篇1次 · 真题 8 句
<u>restrict</u> B2 v. 限制 本篇1次 · 真题 8 句	<u>trace</u> B2 v. 追踪, 查找 本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 119 词按 CEFR 难度累积覆盖

带空短文去重后共 **119** 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 7 个 · 约 6%。



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 119 个 · 末柱为 100%

去重总词数

119

B2 以上难词

6%

B1 及以下覆盖

80%



英语六级 2015年12月·第1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12月·第1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12月·第1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 12 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1套(2015-12)·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**.

The Impossibility of Rapid Energy Transitions

A) Politicians are fond of promising rapid energy transitions. Whether it is a transition from imported to domestic oil or from coal-powered electricity production to natural-gas power plants, politicians love to talk big. Unfortunately for them (and often the taxpayers), our energy systems are a bit like an aircraft carrier: they are unbelievably expensive, they are built to last for a very long time, they have a huge amount of inertia (meaning it takes a lot of energy to set them moving), and they have a lot of momentum once they are set in motion. No matter how hard you try, you can't turn something that large on a dime(10美分硬币), or even a few thousand dimes.

政治家们喜欢承诺快速的能源转型。无论是从进口石油向国产石油转型,还是从煤电生产向天然气发电厂转型,政治家们都喜欢说大话。不幸的是,对他们(通常也对纳税人)而言,我们的能源系统有点像航空母舰:它们极其昂贵,建造时就是为了使用很长时间,它们具有巨大的惯性(意味着需要大量能量才能使它们运动起来),而且一旦开始运动就具有很大的动量。无论你多么努力,你都无法让这么大的东西在10美分硬币上转向,甚至几千枚硬币上也不行。

B) In physics, moving objects have two characteristics relevant to understanding the dynamics of energy systems: inertia and momentum. Inertia is the resistance of objects to efforts to change their state of motion. If you try to push a boulder(大圆石), it pushes you back. Once you have started the boulder rolling, it develops momentum, which is defined by its mass and velocity. Momentum is said to be "conserved," that is, once you build it up, it has to go somewhere. So a heavy object, like a football player moving at a high speed, has a lot of momentum—that is, once he is moving, it is hard to change his state of motion. If you want to change his course, you have only a few choices: you can

stop him, transferring (possibly painfully) some of his kinetic energy(动能) to your own body, or you can approach alongside and slowly apply pressure to gradually alter his course.

在物理学中,运动的物体有两个与理解能源系统动力学相关的特征:惯性和动量。惯性是物体对改变其运动状态的努力所表现出的阻力。如果你试图推动一块大圆石,它会推回来。一旦你让大圆石滚动起来,它就产生了动量,动量由其质量和速度决定。动量被认为是"守恒的",也就是说,一旦你积累起动量,它必须有去处。因此,一个重物体,比如一名高速移动的橄榄球运动员,具有很大的动量——也就是说,一旦他运动起来,就很难改变他的运动状态。如果你想改变他的路线,你只有几个选择:你可以阻止他,将他的一些动能(可能是痛苦地)转移到你自己的身体上,或者你可以从旁边靠近并缓慢施加压力以逐渐改变他的路线。

- C) But there are other kinds of momentum as well. After all, we don't speak only of objects or people as having momentum; we speak of entire systems having momentum. Whether it's a sports team or a presidential campaign, everybody relishes having the big momentum, because it makes them harder to stop or change direction.

但还有其他种类的动量。毕竟,我们不仅把物体或人说成具有动量;我们说整个系统具有动量。无论是运动队还是总统竞选活动,每个人都喜欢拥有强大的动量,因为这使他们更难被阻止或改变方向。

- D) One kind of momentum is technological momentum. When a technology is deployed, its impacts reach far beyond itself. Consider the incandescent(白炽灯的) bulb, an object currently hated by many environmentalists and energy-efficiency advocates. The incandescent light bulb, invented by Thomas Edison, which came to be the symbol of inspiration, has been developed into hundreds, if not thousands, of forms. Today, a visit to a lighting store reveals a stunning array of choices. There are standard-shaped bulbs, flame-shaped bulbs, colored globe-shaped bulbs, and more. It is quite easy, with all that choice, to change a light bulb.

一种动量是技术动量。当一项技术被部署时,它的影响远远超出其本身。以白炽灯泡为例,这是一个目前被许多环保主义者和能效倡导者憎恨的物品。白炽灯泡由Thomas Edison发明,后来成为灵感的象征,已经发展出数百种甚至数千种形式。今天,访问一家灯具店会发现令人惊叹的各种选择。有标准形状的灯泡、火焰形状的灯泡、彩色球形灯泡等等。有了这么多选择,更换灯泡是相当容易的。

- E) But the momentum of incandescent lighting does not stop there. All of those specialized bulbs led to the building of specialized light fixtures, from the desk lamp you study by, to the ugly but beloved hand-painted Chinese lamp you inherited from your grandmother, to the ceiling fixture in your closet, to the light in your oven or refrigerator, and to the light that the dentist points at you. It is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture.

但白炽灯照明的动量并不止于此。所有这些专用灯泡导致了专用灯具的建造,从你学习时用的台灯,到你从祖母那里继承的丑陋但心爱的手绘中国灯,到你壁橱里的吊顶灯具,到你烤箱或冰箱里的灯,以及牙医对着你照的灯。换灯泡确实很容易,但更换灯泡及其灯具就更难了。

- F) And there is more to the story, because not only are the devices that house incandescent bulbs shaped to their underlying characteristics, but rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows.

故事还有更多内容,因为不仅容纳白炽灯泡的设备是根据其基本特性设计的,而且房间和整栋建筑的设计都是根据白炽灯照明如何从墙壁和窗户反射而来的。

- G) As lighting expert Howard Brandston points out, "Generally, there are no bad light sources, only bad applications." There are some very commendable characteristics of the CFL [compact fluorescent(荧光的) light bulb], yet the selection of any light source remains inseparable from the luminaire(照明装置) that houses it, along with the space in which both are installed, and lighting requirements that need to be satisfied. The lamp, the fixture, and the room, all three must work in concert and for the true benefits of end-users. If the CFL should be used for lighting a particular space, or an object within that space, the fixture must be designed to work with that lamp, and that fixture with the room. It is a symbiotic(共生的) relationship. A CFL cannot be simply installed in an incandescent fixture and then expected to produce a visual appearance that is more than washed out, foggy, and dim. The whole fixture must be replaced—light source and luminaire—and this is never an inexpensive proposition.

正如照明专家Howard Brandston所指出的,"一般来说,没有不好的光源,只有不好的应用。"CFL(紧凑型荧光灯泡)具有一些非常值得称赞的特性,然而任何光源的选择都与容纳它的照明装置以及两者所安装的空间和需要满足的照明要求密不可分。灯、灯具和房间,这三者必须协同工作,才能真正造福最终用户。如果CFL要用于照亮特定空间或该空间内的物体,灯具必须设计为与该灯配合使用,而该灯具要与房间配合。这是一种共生关系。CFL不能简单地安装在白炽灯具中,然后期望产生一种不只是褪色、模糊和昏暗的视觉效果。整个灯具必须更换——光源和照明装置——这从来都不是一个便宜的提议。

- H) And Brandston knows a thing or two about lighting, being the man who illuminated the Statue of Liberty.

而Brandston对照明颇有研究,他就是照亮自由女神像的人。

- I) Another type of momentum we have to think about when planning for changes in our energy systems is labor-pool momentum. It is one thing to say that we are going to shift 30 percent of our electricity supply from, say, coal to nuclear power in 20 years. But it is another thing to have a supply of trained talent that could let you carry out this promise. That is because the engineers, designers, regulators, operators, and all of the other skilled people needed for the new energy industry are specialists who have to be trained first (or retrained, if they are the ones being laid off in some related industry), and education, like any other complicated endeavor, takes time. And not only do our prospective new energy workers have to be trained, they have to be trained in the right sequence. One needs the designers, and perhaps the regulators, before the builders and operators, and each group of workers in training has to know there is work waiting beyond graduation. In some cases, colleges and universities might have to change their training programs, adding another layer of difficulty.

在规划能源系统变革时,我们必须考虑的另一动量是劳动力储备动量。说我们将在20年内把30%的电力供应从煤炭转向核能是一回事。但拥有能让你兑现这一承诺的训练有素的人才储备则是另一回事。这是因为新能源产业所需的工程师、设计师、监管者、操作员以及所有其他技术人员都是必须首先接受培训(或者如果他们是在某些相关行业被裁员的人,则需要重新培训)的专业人员,而教育像任何其他复杂事业一样需要时间。而且我们未来的新能源工作者不仅要接受培训,还必须按正确的顺序接受培训。在建设者和操作员之前,需要设计师,也许还需要监管者,而每组受训工作者都必须知道毕业后有工作在等待。在某些情况下,学院和大学可能必须改变其培训项目,这增加了另一层难度。

- J) By far the biggest type of momentum that comes into play when it comes to changing our energy systems is economic momentum. The major components of our energy systems, such as fuel production, refining, electrical generation and distribution, are costly installations that have lengthy life spans. They have to operate for long periods of time before the costs of development have been

recovered. When investors put up money to build, say, a nuclear power plant, they expect to earn that money back over the planned life of the plant, which is typically between 40 and 60 years. Some coal power plants in the United States have operated for more than 70 years! The oldest continuously operated commercial hydro-electric plant in the United States is on New York's Hudson River, and it went into commercial service in 1898.

到目前为止,在改变我们的能源系统时起作用的最大动量类型是经济动量。我们能源系统的主要组成部分,如燃料生产、炼制、发电和配电,都是成本高昂且使用寿命长的设施。它们必须运行很长时间才能收回开发成本。当投资者出资建造比如一座核电站时,他们期望在该电站的计划寿命期内收回这笔钱,通常是40到60年。美国的一些煤电厂已经运行了70多年!美国最古老的持续运营的商业水电站位于纽约的 Hudson River,它于1898年投入商业运营。

- K) As Vaclav Smil points out, "All the forecasts, plans, and anticipations cited above have failed so miserably because their authors and promoters thought the transitions they hoped to implement would proceed unlike all previous energy transitions, and that their progress could be accelerated in an unprecedented manner."

正如Vaclav Smil所指出的,"上述所有预测、计划和预期都如此惨败,是因为它们的作者和推动者认为他们希望实施的转型将不同于所有以往的能源转型,并且他们的进程可以以前所未有的方式加速。"

- L) When you hear people speaking of making a rapid transition toward any type of energy, whether it is a switch from coal to nuclear power, or a switch from gasoline-powered cars to electric cars, or even a switch from an incandescent to a fluorescent light, understanding energy system inertia and momentum can help you decide whether their plans are feasible.

当你听到人们谈论快速向任何类型的能源转型时,无论是从煤炭转向核能,还是从汽油动力汽车转向电动汽车,甚至是从白炽灯转向荧光灯,理解能源系统的惯性和动量可以帮助你判断他们的计划是否可行。

陈述句与逐句解析

36. Not only moving objects and people but all systems have momentum.

不仅运动的物体和人具有动量,所有系统都具有动量。

【答案】 C 段 (强锚点)

【锚点】 all systems have momentum

【定位】 we don't speak only of objects or people as having momentum; we speak of entire systems having momentum. Whether it's a sports team or a presidential campaign, everybody relishes having the big momentum

我们不仅说物体或人有动量,也说整个系统有动量。无论是一支体育队还是一场总统竞选,每个人都希望握有大动量。

【改写】 Not only moving objects and people ↔

we don't speak only of objects or people as having momentum

Not only...but 改写为 don't...only

all systems have momentum ↔ **we speak of entire systems having momentum**

all systems 与 entire systems 同义替换

【辨邻】 B 该段讲的是 once he is moving, it is hard to change his state of motion, 主语始终是物体或运动员, 没有出现把动量主语扩展到 entire systems 的关键一步。

a heavy object, like a football player moving at a high speed, has a lot of momentum

37. Changing the current energy system requires the systematic training of professionals and skilled labor.

改变当前的能源系统需要对专业人员和熟练劳动力进行系统培训。

【答案】 I 段 (强锚点)

【锚点】 systematic training of professionals

【定位】 the engineers, designers, regulators, operators, and all of the other skilled people needed for the new energy industry are specialists who have to be trained first...education, like any other complicated endeavor, takes time. And not only do our prospective new energy workers have to be trained, they have to be trained in the right sequence.

新能源产业所需的工程师、设计师、监管者、操作工以及所有其他熟练人员都是必须先经过培训的专业人士.....教育和其他复杂工程一样, 需要时间。我们未来的新能源工人不仅要受训, 还要按正确的次序受训。

【改写】 Changing the current energy system ↔ **changes in our energy systems**

动名词改写

systematic training of professionals and skilled labor ↔ **trained in the right sequence**

systematic 改写为 in the right sequence

professionals and skilled labor ↔

engineers, designers, regulators, operators, and all of the other skilled people

上位词对下位罗列

38. Changing a light bulb is easier than changing the fixture housing it.

更换灯泡比更换容纳灯泡的灯具更容易。

【答案】 E 段 (强锚点)

【锚点】 灯泡 vs 灯具的难度对比

【定位】 It is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture.

换一只灯泡当然容易, 但要把灯泡连同它的灯具一起换就更难了。

【改写】 Changing a light bulb is easier than changing the fixture housing it ↔

it is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture

比较级改写为正反对照

【辨邻】 D 该段说 it is quite easy, with all that choice, to change a light bulb, 只完成了换灯泡容易这一半, 没有进一步说换灯具更难, 因此无法承载题干的对比。

It is quite easy, with all that choice, to change a light bulb

39. Efforts to accelerate the current energy transitions didn't succeed as expected.

加速当前能源转型的努力未能如预期那样成功。

【答案】 **K** 段（强锚点）

【锚点】 加速能源转型未成功

【定位】 All the forecasts, plans, and anticipations cited above have failed so miserably because their authors and promoters thought the transitions they hoped to implement would proceed unlike all previous energy transitions, and that their progress could be accelerated in an unprecedented manner.

上文列举的所有预测、计划和期待之所以都惨遭失败，是因为它们的提出者和推动者以为，自己想推动的转型会有别于以往的所有能源转型，并且其进程可以被以前所未有的方式加速。

【改写】 Efforts to accelerate the current energy transitions ↔

their progress could be accelerated in an unprecedented manner

Efforts to accelerate 对位 could be accelerated

didn't succeed as expected ↔ **have failed so miserably**

委婉否定换强烈否定

【辨邻】 **L** 该段说的是 understanding energy system inertia and momentum can help you decide whether their plans are feasible，是面向未来的判断建议，没有对已发生的加速努力下失败评判。

When you hear people speaking of making a rapid transition toward any type of energy... understanding energy system inertia and momentum can help you decide whether their plans are feasible

40. To change the light source is costly because you have to change the whole fixture.

更换光源成本高昂,因为你必须更换整个灯具。

【答案】 **G** 段（强锚点）

【锚点】 换光源贵在要换整套灯具

【定位】 The whole fixture must be replaced—light source and luminaire—and this is never an inexpensive proposition.

必须把整套灯具——光源加照明装置——一起换掉，这从来都不是一笔便宜的开销。

【改写】 To change the light source is costly ↔ **this is never an inexpensive proposition**

双重否定换肯定

you have to change the whole fixture ↔ **The whole fixture must be replaced**

have to 与 must 同义

【辨邻】 E 该段强调的是 harder to change the bulb and its fixture, 重心在难度, 没有 costly 或 inexpensive 这类价格判断词, 因此不能承担题干因 costly 才换整套这一因果论断。

it is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture

41. Energy systems, like an aircraft carrier set in motion, have huge momentum.

能源系统就像启动的航空母舰一样,具有巨大的动量。

【答案】 A 段 (强锚点)

【锚点】 能源系统像航空母舰一样的动量

【定位】 our energy systems are a bit like an aircraft carrier: they are unbelievably expensive, they are built to last for a very long time, they have a huge amount of inertia (meaning it takes a lot of energy to set them moving), and they have a lot of momentum once they are set in motion.

我们的能源系统有点像航空母舰: 它们造价高得难以置信, 被造来用很久, 有巨大的惯性 (意思是要花很多能量才能让它们动起来), 一旦动起来又带着巨大的动量。

【改写】 Energy systems, like an aircraft carrier set in motion ↔

our energy systems are a bit like an aircraft carrier

like 类比同源

have huge momentum ↔ **they have a lot of momentum once they are set in motion**

huge 与 a lot of 同义

【辨邻】 B 该段说 Once you have started the boulder rolling, it develops momentum, 主语是物理物体, 不是能源系统, 因此承担不了把能源系统比作大动量物体这一具体主张。

once he is moving, it is hard to change his state of motion

42. The problem with lighting, if it arises, often doesn't lie in light sources but in their applications.

照明问题如果出现,往往不在于光源本身,而在于光源的应用。

【答案】 G 段 (强锚点)

【锚点】 问题不在光源而在应用

【定位】 As lighting expert Howard Brandston points out, "Generally, there are no bad light sources, only bad applications."

正如照明专家霍华德·布兰德斯顿所说: 通常没有不好的光源, 只有不好的应用。

【改写】 often doesn't lie in light sources but in their applications ↔

there are no bad light sources, only bad applications

doesn't lie in X but in Y 与 no bad X, only bad Y 同义

【辨邻】 F 该段强调 rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows, 方向是讲灯影响建筑, 没有明说问题不在光源而在应用这一对立。

rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows

43. The biggest obstacle to energy transition is that the present energy system is too expensive to replace.

能源转型的最大障碍是现有能源系统更换成本过高。

【答案】 J 段 (强锚点)

【锚点】 现有能源系统太贵难替换

【定位】 By far the biggest type of momentum that comes into play when it comes to changing our energy systems is economic momentum. The major components of our energy systems, such as fuel production, refining, electrical generation and distribution, are costly installations that have lengthy life spans.

在改变我们的能源系统时起作用的最大一类动量, 是经济动量。我们能源系统的主要组成部分, 比如燃料生产、精炼、发电与配电, 都是耗资巨大、寿命极长的设施。

【改写】 The biggest obstacle to energy transition ↔

By far the biggest type of momentum that comes into play when it comes to changing our energy systems

obstacle 与 momentum 在本文同义

too expensive to replace ↔ **costly installations that have lengthy life spans**

too expensive 对位 costly + lengthy life spans

【辨邻】 A 该段写 they are unbelievably expensive, 是引入比喻级的整体描述, 但没有把 expensive 这一项标为 the biggest 的最大阻力。

they are unbelievably expensive, they are built to last for a very long time

44. The application of a technology can impact areas beyond itself.

一项技术的应用可能会影响到其自身之外的领域。

【答案】 D 段 (强锚点)

【锚点】 技术影响波及自身之外

【定位】 One kind of momentum is technological momentum. When a technology is deployed, its impacts reach far beyond itself.

动量的一种是技术动量。一项技术一旦投入使用, 其影响远远超出技术本身。

【改写】 The application of a technology ↔ **When a technology is deployed**

application 与 deployed 同义

can impact areas beyond itself ↔ **its impacts reach far beyond itself**

动词与名词转换

【辨邻】 **E** 该段展示 specialized light fixtures 这种技术影响的范围扩散，但没有把这一现象抽象为 a technology can impact areas beyond itself 这一普遍论断，论断在 D 段。

All of those specialized bulbs led to the building of specialized light fixtures

F 该段把白炽灯影响推到 rooms and entire buildings，仍属于举例延伸，没有承担技术影响超出自身这一总论断。

rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows

45. Physical characteristics of moving objects help explain the dynamics of energy systems.

运动物体的物理特性有助于解释能源系统的动力学。

【答案】 **B** 段（强锚点）

【锚点】 用运动物体的物理特性解释能源系统

【定位】 In physics, moving objects have two characteristics relevant to understanding the dynamics of energy systems: inertia and momentum.

在物理学中，运动物体有两个对理解能源系统动力学很有用的特性：惯性与动量。

【改写】 Physical characteristics of moving objects ↔

In physics, moving objects have two characteristics

Physical 与 In physics 同义

help explain the dynamics of energy systems ↔

relevant to understanding the dynamics of energy systems

help explain 与 relevant to understanding 同义

【辨邻】 **A** 该段用 our energy systems are a bit like an aircraft carrier 来类比，并未明说由 moving objects 的物理特性来解释 dynamics of energy systems。

our energy systems are a bit like an aircraft carrier

PARAGRAPH MAP • 段落主旨图

12 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 用航空母舰作比，提出全文核心比喻：能源系统造价巨大、寿命极长、惯性与动量极强，政客承诺的快速能源转型并不现实。

信息指纹 航空母舰比喻

B 从物理学角度解释运动物体的两个关键特征——惯性（inertia）与动量（momentum），并用大圆石、橄榄球运动员作类比，为后文把能源系统比作大动量物体打底。

信息指纹 物理学定义惯性与动量

C 把动量概念从物体、人扩展到整个系统：体育队、总统竞选这样的系统也有动量，谁掌握大动量就更难被阻止或转向。

信息指纹 系统也有动量

D 提出技术动量概念：一项技术一旦投入使用，其影响远超技术本身；以白炽灯为例，已发展出数百上千种形态，单换一只灯泡很容易。

信息指纹 技术动量与白炽灯例

E 白炽灯的动量并不止于灯泡本身：各种专用灯泡催生了书桌灯、天花板灯、烤箱灯等专用灯具，换灯泡容易，但要把灯泡和灯具一起换就更难了。

信息指纹 灯泡易换灯具难换

F 故事还没完：不仅灯具按白炽灯设计，连房间与整栋建筑都是按白炽光的反射效果设计的。

信息指纹 建筑按白炽光设计

G 引照明专家布兰德斯顿的话——没有不好的光源，只有不好的应用；并说明灯泡、灯具、房间三者必须协同，节能灯如果硬塞进白炽灯灯具，效果会很差，必须连光源和灯具一起换，而这从来都不便宜。

信息指纹 光源与应用 + 整套替换昂贵

H 一句话补充布兰德斯顿的身份——他正是为自由女神像打灯的人，是一个权威背书的旁注。

信息指纹 布兰德斯顿点亮自由女神像

I 提出第二类动量——劳动力池动量：要让能源结构按比例切换，工程师、设计师、监管者、操作工等专业人才需要按正确次序成体系地培训，连高校培养方案都可能要改，难度叠加。

信息指纹 劳动力池动量与系统培训

J 最大的一类动量是经济动量：能源系统主要部件造价昂贵、寿命极长，核电站典型寿命四十到六十年，美国有煤电厂运转超过七十年，纽约哈德逊河上的水电站从 1898 年商业运营至今。

信息指纹 经济动量与超长寿命数字

K 引斯米尔的话，断言此前对快速能源转型的预测、计划与期待都惨败，原因在于推动者一厢情愿地以为这次转型可以不同于以往、可以被前所未有地加速。

信息指纹 斯米尔断言转型预测失败

L 全文收束：当听到有人谈论任何形式的快速能源转换时，理解能源系统的惯性与动量能帮助判断这些计划是否可行。

信息指纹 用惯性动量判断方案可行性

SENTENCE INSIGHTS • 句子精讲

10 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。

No matter how hard you try, you can't turn something that large on a dime(10美分硬币), or even a few thousand dimes.

A段，第4句

让步状语从句前置并用逗号隔开、主句使用情态动词表示能力或可能性，这两种结构在四六级和考研阅读中极为常见。"No matter how"引导让步从句是高频句式，"can't + 动词原形"也是情态动词的典型用法。掌握本句的分析方法可以迁移到大量类似句子，具有较高的代表性和复用价值。

So a heavy object, like a football player moving at a high speed, has a lot of momentum—that is, once he is moving, it is hard to change his state of motion.

B段，第6句

覆盖多种成分：主谓宾结构、主系表结构、形式主语、插入性定语、时间状语从句、不定式作真正主语等，成分类型丰富；特别是形式主语"it"和插入性定语的识别是常见易错点，具有较好的训练价值。

It is easy to change a light bulb, sure, but it is harder to change the bulb and its fixture.

E段，第3句

形式主语结构和并列对比句式在四六级和考研中频繁出现，本句通过 "easy" 与 "harder" 的对比清晰展示这种句型，具有较高的代表性和可迁移性。

And there is more to the story, because not only are the devices that house incandescent bulbs shaped to their underlying characteristics, but rooms and entire buildings have been designed in accordance with how incandescent lighting reflects off walls and windows.

F段，第1句

原因状语从句配合并列结构、定语从句限定名词、宾语从句补充信息，这种多层嵌套加并列的复杂句式在四六级和考研阅读中非常常见，具有很强的代表性和迁移价值

As lighting expert Howard Brandston points out, "Generally, there are no bad light sources, only bad applications."

G段，第1句

"As + 主谓 + 主句 + 宾语从句" 是四六级和考研阅读中常见的引述结构，用于引出专家观点或权威说法，具有一定的典型性和实用性

But it is another thing to have a supply of trained talent that could let you carry out this promise.

I段，第3句

本句涵盖形式主语与真正主语、系表结构、限制性定语从句、关系代词在从句中作主语、使役动词的宾语和宾语补足语等多种成分，且定语从句修饰不定式短语中的名词是易错点，作为成分划分练习句收益较高。

That is because the engineers, designers, regulators, operators, and all of the other skilled people needed for the new energy industry are specialists who have to be trained first (or retrained, if they are the ones being laid off in some related industry), and education, like any other complicated endeavor, takes time.

I段, 第4句

成分种类丰富:主系表结构、表语从句、长并列主语、后置定语(过去分词短语和现在分词短语)、定语从句、条件状语从句、插入成分。多个易错点集中出现,如 who 在定语从句中作主语、情态被动结构、现在分词作定语与谓语的区分,非常适合作为划分成分的综合训练句

When investors put up money to build, say, a nuclear power plant, they expect to earn that money back over the planned life of the plant, which is typically between 40 and 60 years.

J段, 第4句

本句结构有代表性,成分层次也较丰富,而时态又不难,适合把注意力集中在“先切层级、再找主干、再辨修饰”的训练上。对句子结构学习来说,投入产出比较高。

As Vaclav Smil points out, "All the forecasts, plans, and anticipations cited above have failed so miserably because their authors and promoters thought the transitions they hoped to implement would proceed unlike all previous energy transitions, and that their progress could be accelerated in an unprecedented manner."

K段, 第1句

因其复杂的嵌套关系和高度典型的学术文体特征,非常适合作为中高级英语学习者突破长难句理解瓶颈的训练题。

When you hear people speaking of making a rapid transition toward any type of energy, whether it is a switch from coal to nuclear power, or a switch from gasoline-powered cars to electric cars, or even a switch from an incandescent to a fluorescent light, understanding energy system inertia and momentum can help you decide whether their plans are feasible.

L段, 第1句

本句结构复杂度高(嵌套与并列并存)、成分种类丰富(含多种从句和复合宾语结构)、典型性强(常考句式组合),且时态难度适中,非常适合作为句子结构和成分划分的综合训练材料;唯一的不足是时态过于简单,无法练习复杂时态,但在结构层面的训练价值极高,建议优先选用

本篇出现的 113 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。

momentum

B2

n. 动力

本篇19次 · 真题 18 句

system

A2

n. 系统

本篇12次 · 真题 176 句

bulb

B1

n. 灯泡

本篇12次 · 真题 11 句

fixture

B2

n. 固定装置

本篇10次 · 真题 9 句

transition

B2

n. 过渡

本篇8次 · 真题 25 句

lighting

B1

n. 照明

本篇7次 · 真题 10 句

power

A2

n. 权力

本篇5次 · 真题 128 句

source

B1

n. 来源

本篇5次 · 真题 75 句

characteristic

B2

n. 特征

本篇4次 · 真题 36 句

type

A2

n. 类型

本篇3次 · 真题 84 句

operate

B1

v. 运转

本篇3次 · 真题 52 句

switch

A2

v. 转换

本篇3次 · 真题 31 句

application

B1

n. 申请

本篇3次 · 真题 26 句

nuclear

B2

adj. 核能的

本篇3次 · 真题 19 句

impact

B2

n. 影响

本篇2次 · 真题 185 句

design

B1

n. 设计

本篇2次 · 真题 119 句

united

B1

adj. 联合的

本篇2次 · 真题 97 句

states

A1

n. 国家

本篇2次 · 真题 80 句

current

B1

adj. 现在的

本篇2次 · 真题 72 句

production

B1

n. 生产

本篇2次 · 真题 58 句

commercial

B2

adj. 商业的

本篇2次 · 真题 43 句

replace

A2

v. 替换, 更换 (用新的代替旧的)

本篇2次 · 真题 42 句

entire

B1

adj. 整个的

本篇2次 · 真题 34 句

politician

B2

n. 政治家

本篇2次 · 真题 34 句

designer

B1

n. 设计师

本篇2次 · 真题 27 句

accelerate

B2

v. 加速

本篇2次 · 真题 25 句

electricity

A2

n. 电

本篇2次 · 真题 20 句

costly

B2

adj. 昂贵的, 代价高的

本篇2次 · 真题 16 句

operator B1

n. 操作员

本篇2次 · 真题 11 句

install B1

v. 安装 (设备、软件)

本篇2次 · 真题 10 句

skilled B1

adj. 熟练的

本篇2次 · 真题 10 句

specialized B2

adj. 专业的; 专门的

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

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

relationship B1

n. 关系

本篇1次 · 真题 168 句

economic B2

adj. 经济的

本篇1次 · 真题 167 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 119 句

expert B1

n. 专家

本篇1次 · 真题 114 句

major B1

adj. 主要的

本篇1次 · 真题 108 句

case A2

n. 情况

本篇1次 · 真题 97 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

amount A2

n. 数量

本篇1次 · 真题 84 句

understanding B1

n. 理解; 领悟

本篇1次 · 真题 84 句

professional

B1

adj. 专业的

本篇1次·真题 82 句

reflect

B1

v. 反映, 显示

本篇1次·真题 71 句

shift

B1

v. 移动

本篇1次·真题 65 句

earn

A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 64 句

apply

A2

v. 申请

本篇1次·真题 63 句

fuel

B1

n. 燃料

本篇1次·真题 60 句

generally

B1

adv. 通常, 一般地

本篇1次·真题 60 句

generation

B2

n. 一代人

本篇1次·真题 60 句

approach

B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 59 句

campaign

B2

n. 运动

本篇1次·真题 57 句

pressure

B1

n. 心理压力

本篇1次·真题 57 句

advocate

B2

v. 拥护

本篇1次·真题 55 句

device

B1

n. 设备

本篇1次·真题 54 句

reveal

B2

v. 揭示

本篇1次·真题 54 句

particular

B2

adj. 特定的

本篇1次·真题 52 句

technological

B2

adj. 技术的

本篇1次·真题 45 句

mass B1

n. 大量

本篇1次·真题 44 句

previous B1

adj. 先前的

本篇1次·真题 44 句

currently B1

adv. 目前, 当前

本篇1次·真题 42 句

labor B1

n. 劳动

本篇1次·真题 42 句

player A2

n. 运动员

本篇1次·真题 41 句

define B1

v. 给.....下定义

本篇1次·真题 39 句

related B1

adj. 相关的

本篇1次·真题 39 句

relevant B2

adj. 相关的

本篇1次·真题 38 句

recover B1

v. 恢复健康

本篇1次·真题 35 句

talent B1

n. 天赋

本篇1次·真题 35 句

unlike B1

prep. 不像

本篇1次·真题 31 句

complicated B2

adj. 复杂的

本篇1次·真题 29 句

implement B2

v. 实施

本篇1次·真题 28 句

typically B1

adv. 通常, 一般

本篇1次·真题 26 句

visual B2

adj. 视觉的

本篇1次·真题 26 句

component B2

n. 组成部分

本篇1次·真题 25 句

domestic B2

adj. 国内的

本篇1次·真题 25 句

manner B1

n. 方式

本篇1次·真题 25 句

alter B2

v. 改变, 更改 (使某物与之前不同)

本篇1次·真题 24 句

graduation B1

n. 毕业

本篇1次·真题 22 句

gradually B1

adv. 逐渐地, 逐步地

本篇1次·真题 20 句

requirement B2

n. 要求

本篇1次·真题 19 句

unfortunately B1

adv. 不幸地

本篇1次·真题 19 句

arise B2

v. 出现;产生;发生

本篇1次·真题 17 句

possibly B1

adv. 可能, 也许

本篇1次·真题 17 句

transfer B1

v. 转移

本篇1次·真题 17 句

endeavor C1

v. 努力

本篇1次·真题 16 句

investor B2

n. 投资者

本篇1次·真题 16 句

appearance B1

n. 外貌

本篇1次·真题 15 句

cite B2

v. 引用, 引证

本篇1次·真题 15 句

obstacle B2

n. 障碍物

本篇1次·真题 15 句

taxpayer B2

n. 纳税人

本篇1次·真题 15 句

unprecedented C1

adj. 史无前例的

本篇1次·真题 15 句

selection B1

n. 挑选

本篇1次·真题 13 句

slowly A1

adv. 缓慢地

本篇1次·真题 13 句

underlie C1

v. 是.....的根本原因

本篇1次·真题 13 句

array B2

n. 数组

本篇1次·真题 12 句

roll A2

v. 滚动

本篇1次·真题 12 句

forecast B2

v. 预测, 预报 (未来的事情或趋势)

本篇1次·真题 11 句

inspiration B2

n. 灵感

本篇1次·真题 11 句

proceed B2

v. 继续进行

本篇1次·真题 11 句

resistance B2

n. 抵抗

本篇1次·真题 11 句

specialist B2

n. 专家

本篇1次·真题 11 句

symbol B2

n. 象征

本篇1次·真题 11 句

systematic C1

adj. 系统的

本篇1次·真题 11 句

sequence B2

n. 顺序

本篇1次·真题 10 句

span B2

n. 时间段

本篇1次·真题 10 句

alongside B1

prep. 在...旁边

本篇1次·真题 9 句

deploy

C1

v. 部署, 调动 (军队或资源)

本篇1次 · 真题 9 句

environmentalist

B2

n. 环保主义者

本篇1次 · 真题 9 句

inexpensive

B1

adj. 不昂贵的

本篇1次 · 真题 9 句

stunning

B2

adj. 极美的

本篇1次 · 真题 9 句

moving

A2

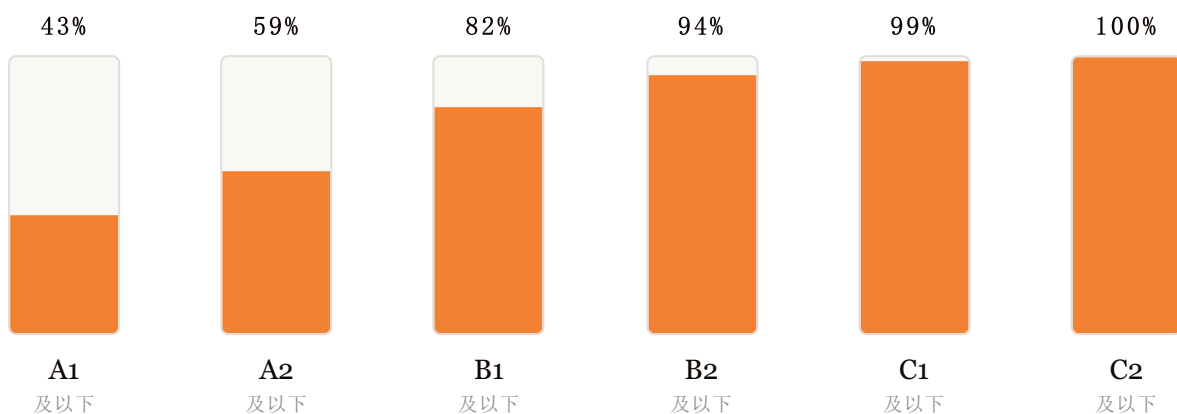
adj. 令人感动的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 368 词按 CEFR 难度累积覆盖

全文去重后共 **368** 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 21 个 · 约 6%。



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 368 个 · 末柱为 100%

去重总词数

368

B2 以上难词

6%

B1 及以下覆盖

82%

英语六级 2015年12月·第1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12月·第1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 · 阅读理解题和解析

阅读理解题和解析 · 46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2015年12月·第1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 7 段原文（段首标 P1-P7 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1套(2015-12) · 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 One hundred years ago, "Colored" was the typical way of referring to Americans of African descent. Twenty years later, it was purposefully dropped to make way for "Negro." By the late 1960s, that term was overtaken by "Black." And then, at a press conference in Chicago in 1988, Jesse Jackson declared that "African American" was the term to embrace. This one was chosen because it echoed the labels of groups, such as "Italian Americans" and "Irish Americans," that had already been freed of widespread discrimination.

一百年前, "Colored"是指称非洲裔美国人的典型方式。二十年后, 这个词被有意弃用, 让位于"Negro"。到20世纪60年代末, 该术语被"Black"取代。然后, 在1988年芝加哥的一次新闻发布会上, Jesse Jackson宣布"African American"是应当采用的术语。选择这个词是因为它呼应了"Italian Americans"和"Irish Americans"等群体的标签, 这些群体已经摆脱了广泛存在的歧视。

P2 A century's worth of calculated name changes points to the fact that naming any group is a politically freighted exercise. A 2001 study cataloged all the ways in which the term "Black" carried connotations(涵义) that were more negative than those of "African American."

一个世纪以来经过深思熟虑的名称变更表明, 为任何群体命名都是一项充满政治意味的行为。2001年的一项研究列举了"Black"一词所承载的涵义比"African American"更负面的所有方式。

P3 But if it was known that "Black" people were viewed differently from "African Americans," researchers, until now, hadn't identified what that gap in perception was derived from. A recent study, conducted by Emory University's Erika Hall, found that "Black" people are viewed more negatively than

"African Americans" because of a perceived difference in socioeconomic status. As a result, "Black" people are thought of as less competent and as having colder personalities.

但如果说人们已经知道"Black"与"African American"被以不同方式看待,那么研究人员直到现在才确定这种认知差距源自何处。Emory University的Erika Hall最近进行的一项研究发现,"Black"比"African American"被更负面地看待,是因为人们感知到的社会经济地位差异。因此,"Black"被认为能力较差且性格较冷漠。

P4 The study's most striking findings shed light on the racial biases permeating the professional world. Even seemingly harmless details on a resume, it appears, can tap into recruiters' biases. A job application might mention affiliations with groups such as the "Wisconsin Association of African-American Lawyers" or the "National Black Employees Association," the names of which apparently have consequences, and are also beyond their members' control.

该研究最引人注目的发现揭示了渗透到职场中的种族偏见。即使是简历上看似无害的细节,显然也能触发招聘人员的偏见。一份工作申请可能会提到与"Wisconsin Association of African-American Lawyers"或"National Black Employees Association"等组织的从属关系,这些名称显然会产生影响,而且也超出了其成员的控制范围。

P5 In one of the study's experiments, subjects were given a brief description of a man from Chicago with the last name Williams. To one group, he was identified as "African-American," and another was told he was "Black." With little else to go on, they were asked to estimate Mr. Williams's salary, professional standing, and educational background.

在该研究的一项实验中,受试者被给予一位来自芝加哥、姓Williams的男子的简短描述。对一组人来说,他被标识为"African-American",而另一组被告知他是"Black"。在几乎没有其他信息可参考的情况下,他们被要求估计Williams先生的薪水、职业地位和教育背景。

P6 The "African-American" group estimated that he earned about \$37,000 a year and had a two-year college degree. The "Black" group, on the other hand, put his salary at about \$29,000, and guessed that he had only "some" college experience. Nearly three-quarters of the first group guessed that Mr. Williams worked at a managerial level, while only 38.5 percent of the second group thought so.

"African-American"组估计他年收入约37,000美元,拥有两年制大学学位。而"Black"组则认为他的薪水约为29,000美元,并猜测他只有"一些"大学经历。第一组中近四分之三的人猜测Williams先生从事管理层工作,而第二组中只有38.5%的人这样认为。

P7 Hall's findings suggest there's an argument to be made for electing to use "African American," though one can't help but get the sense that it's a decision that papers over the urgency of continued progress. Perhaps a new phrase is needed, one that can bring everyone one big step closer to realizing Du Bois's original, idealistic hope: "It's not the name—it's the Thing that counts."

Hall的研究结果表明,选择使用"African American"是有理由的,尽管人们不禁感到这是一个掩盖持续进步紧迫性的决定。也许需要一个新的表述,一个能让所有人更接近实现Du Bois最初理想主义希望的表述:"重要的不是名称——而是事物本身。"

题目与逐题解析

46. Why did Jesse Jackson embrace the term "African American" for people of African descent?

- A) It is free from racial biases.
- B) It represents social progress.
- C) It is in the interest of common Americans.
- D) It follows the standard naming practice.

Jesse Jackson 为什么对非洲裔人群使用“非裔美国人”这一称谓？

- A) 它不带有种族偏见。
- B) 它代表社会进步。
- C) 它符合普通美国人的利益。
- D) 它遵循标准命名惯例。

【答案】 A (细节题)

【判型】 Why did Jesse Jackson embrace the term "African American" 直接问某具体人物为何做某具体行为，原文必有原因句，属典型细节题。

【拆句】 题干主干为 Why did Jesse Jackson embrace the term, 宾语后接同位语 "African American" 解释 the term, 再接介宾 for people of African descent 限定使用对象。结构平铺直叙，无陷阱。

【定位】 This one was chosen because it echoed the labels of groups, such as "Italian Americans" and "Irish Americans," that had already been freed of widespread discrimination.

选用这个称谓是因为它呼应了诸如“意大利裔美国人”和“爱尔兰裔美国人”等已经摆脱了广泛歧视的群体称谓。

【选项】 A) ✓ 正确

freed of widespread discrimination ↔ **free from racial biases**

预判要求答案表达“该称谓所呼应的标签已不带歧视”；free from racial biases 恰好把 freed of widespread discrimination 同义化，直接对应。

B) 过度推断

It represents social progress 把“摆脱歧视”升级为“代表社会进步”，原文只说该称谓呼应的群体已不带歧视，并未把这个称谓本身定义为社会进步的象征。

C) 偷换概念

in the interest of common Americans 把“符合普通美国人的利益”塞给该称谓，但原文 Jesse Jackson declared that "African American" was the term to embrace 后给的理由只关乎被命名群体，与“普通美国人的利益”无关。

D) 无中生有

It follows the standard naming practice 暗示存在某种“标准命名惯例”且本称谓遵循之，但原文只是说它呼应了若干已无歧视的群体标签，未提到任何“标准做法”。

47. What does the author say about the naming of an ethnic group?

- A) It advances with the times.
- B) It is based on racial roots.
- C) It merits intensive study.
- D) It is politically sensitive.

作者对族裔群体的命名有何看法？

A) 它与时俱进。 B) 它基于种族根源。 C) 它值得深入研究。 D) 它具有政治敏感性。

【答案】 **D** (细节题)

【判型】 What does the author say about the naming of an ethnic group 直接问作者就某话题给出的看法，答案在原文有明确表述，属作者观点类细节题。

【拆句】 句子结构是 What does the author say about the naming of an ethnic group, 介词 about 引出谈论对象，of an ethnic group 是 naming 的后置修饰。结构清晰、无陷阱。

【定位】 A century's worth of calculated name changes points to the fact that naming any group is a politically freighted exercise.

一个世纪以来精心计算过的名称变更，指向这样一个事实：给任何群体命名都是一项在政治上分量沉重的行为。

【选项】 A) **偷换概念**

It advances with the times 说命名“随时代进步”，原文只说名称随时代发生 calculated name changes——是“变更”，不是“进步”，作者并未对每一次变更给出正面评价。

B) **无中生有**

It is based on racial roots 把命名归因到“种族根源”，但原文未提任何“种族根源”作为命名的依据，作者强调的是政治权衡。

C) **无中生有**

It merits intensive study 把作者观点偷换成“值得深入研究”，原文仅在第 2 段末提及 A 2001 study cataloged，那是已有研究的引证，而非作者主张命名“值得被研究”。

D) **✓ 正确**

politically freighted exercise ↔ **politically sensitive**

预判要求答案聚焦“政治分量重”；只有 It is politically sensitive 保留了 politically 这一关键修饰，其他选项均改换或放弃了政治维度。

48. What do Erika Hall's findings indicate?

- A) Racial biases are widespread in the professional world.
- B) Many applicants don't attend to details on their resumes.
- C) Job seekers should all be careful about their affiliations.
- D) Most recruiters are unable to control their racial biases.

Erika Hall 的研究发现说明了什么？

A) 种族偏见在职场中广泛存在。 B) 许多申请者不注意简历上的细节。

c) 求职者都应谨慎对待自己的从属关系。 d) 大多数招聘人员无法控制自己的种族偏见。

【答案】 **A** (细节题)

【判型】 What do Erika Hall's findings indicate 问的是研究“表明”了什么，原文中有对应陈述句，仍属细节题，而非需要二步推理的推断题。

【拆句】 题干主干为 What do Erika Hall's findings indicate; findings 是复数主语，所以用 do。结构简单、无陷阱。

【定位】 The study's most striking findings shed light on the racial biases permeating the professional world.

该研究最引人注目的发现，揭示了弥漫于职业界的种族偏见。

【选项】 **A) ✓ 正确**

the racial biases permeating the professional world ↔

Racial biases are widespread in the professional world

预判要求答案表达“研究发现揭示了职场普遍存在种族偏见”；Racial biases are widespread in the professional world 把 racial biases permeating the professional world 翻成主系表，与定位句信息完全一致。

B) 张冠李戴

Many applicants don't attend to details on their resumes 说求职者没注意简历细节，原文实际说的是 Even seemingly harmless details on a resume, it appears, can tap into recruiters' biases——主语应是招聘者的偏见被激活，并非求职者疏忽。

C) 过度推断

Job seekers should all be careful about their affiliations 是给求职者的建议，原文并未对求职者发出 should 类建议；且 all 一词把范围扩到所有人，过度推断。

D) 过度推断

Most recruiters are unable to control their racial biases 给招聘者贴上“无法控制”的标签，原文只说招聘者会被简历细节“激活”偏见 tap into recruiters' biases，并未说他们“不可控制”自己的偏见。

49. What does Erika Hall find in her experiment about a man with the last name Williams?

A) African Americans fare better than many other ethnic groups.

B) Black people's socioeconomic status in America remains low.

C) People's conception of a person has much to do with the way he or she is labeled.

D) One's professional standing and income are related to their educational background.

Erika Hall 在实验中对姓 **Williams** 的男子有何发现？

A) 非裔美国人的境遇好于许多其他族裔群体。 B) 黑人在美国的社会经济地位依然较低。

C) 人们对一个人的看法与他或她被如何称呼有很大关系。

D) 一个人的职业地位和收入与其教育背景相关。

【答案】 **C** (细节题)

【判型】 What does Erika Hall find in her experiment 问研究者从该实验中得出的结论，原文有总结句，仍是细节题。

【拆句】 题干主干 What does Erika Hall find in her experiment, 后置 about 短语 about a man with the last name Williams 限定实验对象；with 引出后置修饰说明姓氏是 Williams。结构清晰、无陷阱。

【定位】 To one group, he was identified as "African-American," and another was told he was "Black." With little else to go on, they were asked to estimate Mr. Williams's salary, professional standing, and educational background.

对一组被试，他被称作“非裔美国人”；对另一组，他被说成“黑人”。在几乎没有其他信息可依据的情况下，他们被要求估算 Williams 先生的薪水、职业地位与教育背景。

【选项】 A) 偷换概念

African Americans fare better than many other ethnic groups 把比较对象设为“非裔美国人 vs 其他族裔群体”，但实验中比较的是同一个 Williams 先生被贴上不同标签时的评估差异，根本不是族裔间的对照。

B) 偷换概念

Black people's socioeconomic status in America remains low 把估值结果当成“黑人现实社会经济地位低”的事实陈述，但实验测的是被试的“估值/认知”，并非真实社会经济地位。

C) ✓ 正确

he was identified as "African-American," and another was told he was "Black" ↔

the way he or she is labeled

put his salary at about \$29,000, and guessed that he had only "some" college experience ↔

People's conception of a person

预判要求答案表达“称谓不同→评估不同”；People's conception of a person has much to do with the way he or she is labeled 用 has much to do with (与...紧密相关) 把因果关系等值表达——是唯一保留实验结论方向的选项。

D) 无中生有

One's professional standing and income are related to their educational background 把话题拉到“职位收入与学历相关”，但原文实验仅用学历、收入、职级三个维度刻画被试“对同一个人的不同认知”，并未论证三者之间的因果。

50. What is Dr. Du Bois's ideal?

- A) All Americans enjoy equal rights.
- B) A person is judged by their worth.
- C) A new term is created to address African Americans.
- D) All ethnic groups share the nation's continued progress.

Du Bois 博士的理想是什么？

A) 所有美国人享有平等权利。 B) 一个人按其价值被评判。 C) 创造一个新术语来称呼非裔美国人。

D) 所有族裔群体共享国家的持续进步。

【答案】 **B** (细节题)

【判型】 What is Dr. Du Bois's ideal 直问 Du Bois 的理想是什么，原文有引语直接给出，是典型细节题。

【拆句】 题干为 What is Dr. Du Bois's ideal，所属格 Dr. Du Bois's 修饰 ideal，整体只有主系表三部分。结构平铺直叙、无陷阱。

【定位】 Perhaps a new phrase is needed, one that can bring everyone one big step closer to realizing Du Bois's original, idealistic hope: "It's not the name—it's the Thing that counts."

或许需要一个新短语，使每个人都向 Du Bois 最初那个理想化的希望——“重要的不是名字，而是事物本身”——迈进一大步。

【选项】 A) **无中生有**

All Americans enjoy equal rights 谈“所有美国人享有平等权利”，但 Du Bois 的引语只对照“名字 vs 事物本身”，未涉及“权利平等”这一维度。

B) **✓ 正确**

it's the Thing that counts ↔ **A person is judged by their worth**

预判要求答案表达“评判看本质而非名称”；A person is judged by their worth 把 it's the Thing that counts 同义化为“按内在价值评判一个人”，方向与引语一致。

C) **张冠李戴**

A new term is created to address African Americans 实际上是该段作者本人提出的设想 Perhaps a new phrase is needed，并非 Du Bois 的理想——Du Bois 的理想是引号内的内容。

D) **偷换概念**

All ethnic groups share the nation's continued progress 把对象抬升到“所有族群共享国家进步”，但引语关心的是评判个体（或事物）的依据，而非族群共享进步。

SENTENCE INSIGHTS • 句子精讲

12 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 2001 study cataloged all the ways in which the term "Black" carried connotations(涵义) that were more negative than those of "African American."

第2段，第2句

主句+定语从句修饰宾语、定语从句内部再嵌套定语从句,这种结构在四六级和考研阅读中极为常见。尤其"介词+which"引导定语从句和that引导定语从句的组合,是高频考点句式,掌握后可大量迁移到其他长难句分析。

But if it was known that "Black" people were viewed differently from "African Americans," researchers, until now, hadn't identified what that gap in perception was derived from.

第3段，第1句

本句结构层次清楚但不简单，既有较强训练价值，又包含常见可迁移的时态和从句现象。对于结构和时态综合训练来说，属于应优先精练的一类句子。

A recent study, conducted by Emory University's Erika Hall, found that "Black" people are viewed more negatively than "African Americans" because of a perceived difference in socioeconomic status.

第3段，第2句

本句结构高度典型:主句引出宾语从句是四六级和考研真题的常见句式,宾语从句内使用被动语态、比较结构和原因状语也是高频考点。后置定语修饰主语、宾语从句承接动词的模式都是考试中反复出现的句法,掌握后可大量复用到同类句型分析。

As a result, "Black" people are thought of as less competent and as having colder personalities.

第3段，第3句

被动语态 + 宾语补足语（主语补足语）的结构在四六级和考研阅读中频繁出现，尤其是在讨论社会现象、科学观点、评价性陈述时。本句的 "be thought of as..." 是一个典型的被动评价句式，学生掌握后可迁移到大量类似句型（如 be considered as, be regarded as, be seen as 等）。

The study's most striking findings shed light on the racial biases permeating the professional world.

第4段，第1句

主谓宾结构 + 后置定语修饰宾语，是四六级和考研阅读中常见的句式。固定搭配"shed light on"和现在分词作后置定语均为高频考点，掌握后可应用于大量类似句子。但因结构相对简单、无从句，代表性不及复杂长难句。

Even seemingly harmless details on a resume, it appears, can tap into recruiters' biases.

第4段，第2句

本句的结构在四六级和考研阅读中较为常见：简单句配合插入语、情态动词表达可能性、主语带有多个修饰成分。这种句式在学术文章和议论文中频繁出现，掌握后可迁移到大量类似句子的理解和分析中。

A job application might mention affiliations with groups such as the "Wisconsin Association of African-American Lawyers" or the "National Black Employees Association," the names of which apparently have consequences, and are also beyond their members' control.

第4段，第3句

主句包含情态动词谓语、名词短语主语、复杂宾语(含介词短语和并列例子),从句包含关系代词作主语的一部分、并列谓语、宾语和表语;成分种类较为丰富;"of which"结构和并列谓语共用主语是值得练习的知识点,能帮助学习者理解定语从句中关系代词的灵活用法和并列结构的识别

The "Black" group, on the other hand, put his salary at about \$29,000, and guessed that he had only "some" college experience.

第6段，第2句

并列谓语 + 宾语从句的结构在四六级和考研阅读中频繁出现，是典型的复合句式。插入语和固定搭配的使用也很常见。掌握本句结构后，可以迁移到大量类似句子的分析中。

Hall's findings suggest there's an argument to be made for electing to use "African American," though one can't help but get the sense that it's a decision that papers over the urgency of continued progress.

第7段，第1句

本句成分丰富且包含多个易错点:there be 句型的真正主语识别,宾语从句作宾语,让步状语从句,同位语从句与定语从句的辨析(两个 that 的不同作用),关系代词在定语从句中作主语;覆盖主谓宾、表语、状语、同位语、定语多种成分,非常适合成分划分训练

It is free from racial biases.

第46题，A

主系表结构是基础句型之一，具有一定代表性，但过于简单，缺少考试中常见的复杂修饰、从句嵌套或特殊结构，作为典型真题句式的代表性较弱。

It is based on racial roots.

第47题，B

"be based on" 是学术写作和考试中的常见表达，被动语态的简单句在四六级和考研中频繁出现，具有较好的代表性

Many applicants don't attend to details on their resumes.

第48题，B

本句虽为简单句，但涉及主语、谓语、状语三种基本成分，且谓语后的介词短语 "to details on their resumes" 包含嵌套修饰结构 "on their resumes"，可以帮助学生练习识别介词短语的层次关系和状语的判定，具有一定训练价值。

HIGH-FREQUENCY · 真题高频词

本篇出现的 66 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。

bias B2

n. 偏见

本篇5次 · 真题 29 句

racial B2

adj. 种族的

本篇5次 · 真题 23 句

professional B1

adj. 专业的

本篇4次 · 真题 82 句

finding B2

n. 调查结果

本篇3次 · 真题 121 句

view A2

n. 观点, 看法

本篇2次 · 真题 134 句

identify B1

v. 识别

本篇2次 · 真题 75 句

label B1

n. 标签

本篇2次 · 真题 52 句

status B2

n. 地位

本篇2次 · 真题 48 句

detail B1

n. 细节

本篇2次 · 真题 46 句

educational B1

adj. 教育的

本篇2次 · 真题 44 句

estimate B2

v. 估计

本篇2次 · 真题 36 句

association B2

n. 协会

本篇2次 · 真题 30 句

embrace B2

v. 拥抱

本篇2次 · 真题 30 句

salary B1

n. 薪水, 工资 (通常指按月发放的固定报酬)

本篇2次 · 真题 27 句

widespread B2

adj. 广泛的

本篇2次 · 真题 23 句

socioeconomic C1

adj. 社会经济的

本篇2次 · 真题 13 句

researcher B2

n. 研究人员

本篇1次 · 真题 363 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

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

employee A2

n. 雇员, 员工

本篇1次 · 真题 190 句

negative B1

adj. 否定的

本篇1次 · 真题 132 句

base A2

n. 基础

本篇1次 · 真题 126 句

income B1

n. 收入

本篇1次 · 真题 94 句

later A1

adv. 以后, later

本篇1次 · 真题 87 句

nation B1

n. 国家

本篇1次 · 真题 76 句

consequence B2

n. 结果

本篇1次 · 真题 66 句

earn A2

v. 赚得, 挣得 (金钱)

本篇1次 · 真题 64 句

realize B1

v. 意识到, 认识到

本篇1次 · 真题 64 句

conduct B2

v. 组织并实施

本篇1次 · 真题 59 句

gap B1

n. 间隙

本篇1次 · 真题 54 句

argument B1

n. 争论

本篇1次 · 真题 51 句

advance B1

v. 前进

本篇1次 · 真题 48 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次 · 真题 46 句

indicate B2

v. 表明

本篇1次 · 真题 46 句

personality B1

n. 个性

本篇1次 · 真题 46 句

represent B1

v. 代表

本篇1次 · 真题 45 句

related B1

adj. 相关的

本篇1次 · 真题 39 句

ideal B2

adj. 理想的

本篇1次 · 真题 38 句

original B1

adj. 最初的, 原始的

本篇1次 · 真题 33 句

press A2

v. 按, 压

本篇1次 · 真题 30 句

application B1

n. 申请

本篇1次 · 真题 26 句

description B1

n. 描述

本篇1次 · 真题 26 句

judge B1

v. 判断, 评判

本篇1次 · 真题 26 句

root A2

n. 根

本篇1次 · 真题 25 句

unable A2

adj. 不能的

本篇1次 · 真题 24 句

differently A2

adv. 不同地

本篇1次 · 真题 23 句

equal A2

adj. 相等的

本篇1次 · 真题 23 句

tap

B1

v. 轻敲、轻拍

本篇1次·真题 22 句

typical

B1

adj. 典型的

本篇1次·真题 19 句

apparently

B2

adv. 显然，看来（根据外表或所见所闻判断）

本篇1次·真题 18 句

declare

B2

v. 宣布

本篇1次·真题 18 句

lawyer

B1

n. 律师

本篇1次·真题 18 句

sensitive

B2

adj. 敏感的

本篇1次·真题 18 句

applicant

B2

n. 申请人

本篇1次·真题 16 句

brief

B1

adj. 简短的;短暂的

本篇1次·真题 16 句

discrimination

C1

n. 歧视

本篇1次·真题 15 句

perception

C1

n. 看法

本篇1次·真题 15 句

seemingly

B2

adv. 看似，似乎（表面上看起来是这样，但...

本篇1次·真题 14 句

derive

B2

v. 获得

本篇1次·真题 12 句

seeker

B2

n. 寻求者

本篇1次·真题 11 句

harmless

B2

adj. 无害的

本篇1次·真题 9 句

intensive

B2

adj. 密集的

本篇1次·真题 9 句

phrase

B1

n. 短语

本篇1次·真题 9 句

competent

B2

adj. 有能力的

本篇1次 · 真题 8 句

striking

B2

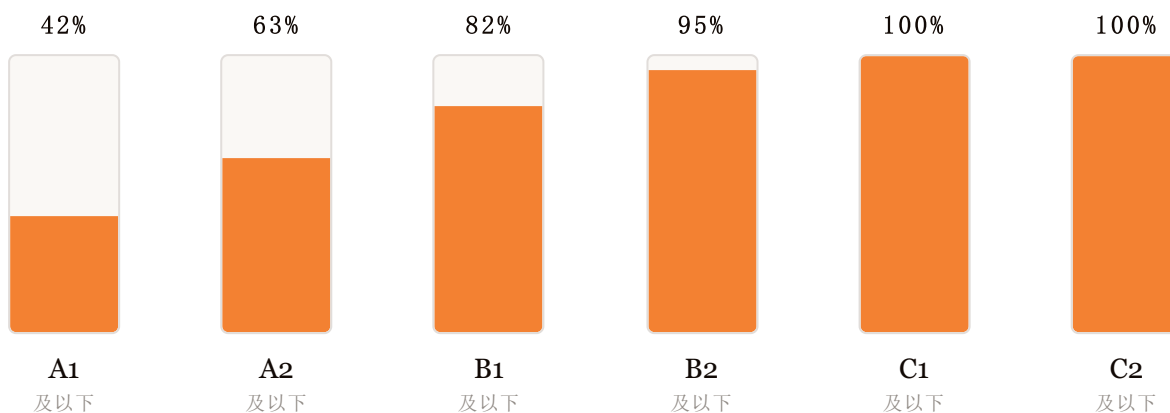
adj. 引人注目的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 228 词按 CEFR 难度累积覆盖

全文去重后共 **228** 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 11 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 228 个 · 末柱为 100%

去重总词数

228

B2 以上难词

5%

B1 及以下覆盖

82%

英语六级 2015年12月·第1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12月·第1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12月·第1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1套(2015-12) · 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 Across the board, American colleges and universities are not doing a very good job of preparing their students for the workplace or their post-graduation lives. This was made clear by the work of two sociologists, Richard Arum and Josipa Roksa. In 2011 they released a landmark study titled "Academically Adrift," which documented the lack of intellectual growth experienced by many people enrolled in college. In particular, Arum and Roksa found, college students were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy and to lead our nation in a time of complex challenges and dynamic change.

总体而言，美国的学院和大学在为学生准备职场或毕业后生活方面做得并不好。两位社会学家Richard Arum和Josipa Roksa的研究清楚地表明了这一点。2011年，他们发布了一项里程碑式的研究，题为《学业漂流》，该研究记录了许多大学在校生缺乏智力成长的现象。Arum和Roksa特别发现，大学生没有发展出批判性思维、分析推理能力以及其他在当今知识经济中茁壮成长所必需的高级技能，也没有发展出在复杂挑战和动态变化时期领导我们国家所需的能力。

P2 Arum and Roksa placed the blame for students' lack of learning on a watered-down college curriculum and lowered undergraduate work standards. Although going to college is supposed to be a full-time job, students spent, on average, only 12 to 14 hours a week studying and many were skating through their semesters without doing a significant amount of reading and writing. Students who take

more challenging classes and spend more time studying do learn more. But the priorities of many undergraduates are with extracurricular activities, playing sports, and partying and socializing.

Arum和Roksa将学生缺乏学习归咎于被稀释的大学课程和降低的本科学业标准。尽管上大学本应是一份全职工作,但学生平均每周只花12到14小时学习,许多人在整个学期中都在敷衍了事,没有进行大量的阅读和写作。选修更具挑战性课程并花更多时间学习的学生确实学到了更多。但许多本科生的优先事项是课外活动、体育运动、聚会和社交。

P3 Laura Hamilton, the author of a study on parents who pay for college, will argue in a forthcoming book that college administrations are overly concerned with the social and athletic activities of their students. In *Paying for the Party*, Hamilton describes what she calls the "party pathway," which eases many students through college, helped along by various clubs that send students into the party scene and a host of easier majors. By sanctioning this watered-down version of college, universities are "catering to the social and educational needs of wealthy students at the expense of others" who won't enjoy the financial backing or social connections of richer students once they graduate.

一项关于为子女支付大学费用的父母的研究作者Laura Hamilton将在即将出版的一本书中指出,大学管理层过度关注学生的社交和体育活动。在《为聚会买单》一书中,Hamilton描述了她所称的"聚会路径",这条路径让许多学生轻松度过大学时光,各种俱乐部将学生送入聚会场景,以及大量更简单的专业提供了帮助。通过认可这种被稀释的大学版本,大学正在"迎合富裕学生的社交和教育需求,而牺牲了其他学生的利益",这些学生在毕业后无法享受富裕学生的经济支持或社会关系。

P4 These students need to build skills and knowledge during college if they are to use their degrees as a stepping-stone to middle-class mobility. But more privileged students must not waste this opportunity either. As recent graduates can testify, the job market isn't kind to candidates who can't demonstrate genuine competence, along with a well-cultivated willingness to work hard. Nor is the global economy forgiving of an American workforce with increasingly weak literacy, math and science abilities. College graduates will still fare better than those with only a high school education, of course. But a university degree unaccompanied by a gain in knowledge or skills is an empty achievement indeed. For students who have been coasting through college, and for American universities that have been demanding less work, offering more attractions and charging higher tuition, the party may soon be over.

如果这些学生要将学位作为进入中产阶级的敲门砖,他们就需要在大学期间培养技能和知识。但更有特权的学生也不能浪费这个机会。正如应届毕业生可以证明的那样,就业市场对那些无法展示真正能力以及精心培养的努力工作意愿的求职者并不友好。全球经济也不会宽恕一支读写能力、数学和科学能力日益薄弱的美国劳动力队伍。当然,大学毕业生的境况仍将好于只有高中学历的人。但是,一个没有伴随知识或技能增长的大学学位确实是一项空洞的成就。对于那些在大学里得过且过的学生,以及那些要求更少功课、提供更多娱乐设施并收取更高学费的美国大学来说,这场聚会可能很快就要结束了。

题目与逐题解析

51. What is Arum and Roksa's finding about higher education in America?

- A) It aims at stimulating the intellectual curiosity of college students.
- B) It fails to prepare students to face the challenges of modern times.
- C) It has experienced dramatic changes in recent years.
- D) It has tried hard to satisfy students' various needs.

Arum 和 Roksa 关于美国高等教育的发现是什么？

- A) 它旨在激发大学生的求知欲。
- B) 它未能让学生做好面对现代挑战的准备。
- C) 它近年来经历了巨大的变化。
- D) 它努力尝试满足学生的各种需求。

【答案】 B (细节题)

【判型】 What is Arum and Roksa's finding about higher education in America? 直接问两位研究者关于美国高等教育的发现，属于可以回原文找客观陈述的细节题。

【拆句】 题干主干 What is Arum and Roksa's finding, about 引出的介词短语 about higher education in America 限定 finding 的范围；结构简单、无陷阱。

【定位】 In particular, Arum and Roksa found, college students were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy and to lead our nation in a time of complex challenges and dynamic change.

尤其值得注意的是，Arum 和 Roksa 发现，大学生没有培养出在当今知识经济中立足、在复杂多变的时代领导国家所必需的批判性思维、分析推理和其他更高阶的能力。

【选项】 A) 与原文相反

It aims at stimulating the intellectual curiosity of college students 把高校说成"志在激发求知欲"，与原文 the lack of intellectual growth experienced by many people enrolled in college 的批评判断完全相反。

B) ✓ 正确

were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy

↔ **fails to prepare students to face the challenges of modern times**

预判的"大学生没培养出应对当今社会的高阶能力"恰好与 fails to prepare students to face the challenges of modern times 一一对应，且是研究的 finding，故选 B。

C) 无中生有

It has experienced dramatic changes in recent years 称美国高等教育近年发生剧变，但原文只批判它培养不出高阶能力，从未谈论"剧变"。

D) 与原文相反

It has tried hard to satisfy students' various needs 称高校"竭力满足学生需求"，与原文 not doing a very good job 的负面判断相反。

52. What is responsible for the students' lack of higher-level skills?

- A) The diluted college curriculum.
- B) The boring classroom activities.
- C) The absence of rigorous discipline.
- D) The outdated educational approach.

学生缺乏高层次技能的原因是什么？

A) 被削弱的大学课程。 B) 枯燥的课堂活动。 C) 缺乏严格的纪律。 D) 过时的教育方法。

【答案】 A (细节题)

【判型】 What is responsible for the students' lack of higher-level skills? 问的是一个明确的原因，回原文能找到对应的归因句。

【拆句】 What is responsible for the students' lack of higher-level skills? 主干是 What is responsible for X, X 是 the students' lack of higher-level skills; 注意 lack of 是含蓄否定，问的是"造成缺乏"的原因，不要读反。

【定位】 Arum and Roksa placed the blame for students' lack of learning on a watered-down college curriculum and lowered undergraduate work standards.

Arum 和 Roksa 把学生学习不足的原因归咎于被注水的大学课程和被降低的本科学习标准。

【选项】 A) ✓ 正确

a watered-down college curriculum ↔ **The diluted college curriculum**

定位句给出的两项原因之一就是 watered-down college curriculum, A 项 The diluted college curriculum 与之等值，是唯一命中原文归因的选项。

B) 无中生有

The boring classroom activities 中 boring 在原文无任何依据；原文谈的是课程被注水、学习时间太少，而不是课堂活动本身"无聊"。

C) 偷换概念

The absence of rigorous discipline 中 discipline 一般指"纪律/管教"，原文讲的是 lowered undergraduate work standards (学术要求降低)，"学术要求"与"纪律"不是同一概念。

D) 无中生有

The outdated educational approach 谈"过时的教学方法"，原文从未涉及方法"新旧"问题，仅指课程被稀释、要求降低。

53. What does Laura Hamilton say about college administrations?

- A) They fail to give adequate help to the needy students.
- B) They tend to offer too many less challenging courses.
- C) They seem to be out of touch with society.
- D) They prioritize non-academic activities.

Laura Hamilton 关于大学管理部门说了什么？

- A) 它们未能给予贫困学生足够的帮助。 B) 它们倾向于提供过多挑战性较低的课程。
- C) 它们似乎与社会脱节。 D) 它们优先考虑非学术活动。

【答案】 D (细节题)

【判型】 What does Laura Hamilton say about college administrations? 问 Hamilton 对 college administrations 的具体说法，是有据可查的细节题。

【拆句】 What does Laura Hamilton say about college administrations? 一般疑问倒装结构，主干是 Laura Hamilton say what about college administrations，结构无难度。

【定位】 Laura Hamilton, the author of a study on parents who pay for college, will argue in a forthcoming book that college administrations are overly concerned with the social and athletic activities of their students.

Laura Hamilton——一项关于"为孩子付学费的家长"研究的作者——将在一本即将出版的书中论证：高校管理层过度关心学生的社交和运动活动。

【选项】 A) 偷换概念

They fail to give adequate help to the needy students 说"高校未能帮助贫困学生"，原文谈的是"迎合富裕学生"而非"未帮助贫困生"，且"未能给予帮助"不是 Hamilton 的直接观点。

B) 偷换概念

They tend to offer too many less challenging courses 把"开太多容易课"算到高校管理层头上，但原文只说"被各种俱乐部+一批更轻松的专业辅助"，描述的是路径现象，并未把开课主体写成 administrations 主动"提供"过多容易课。

C) 无中生有

They seem to be out of touch with society 说"高校与社会脱节"，原文 Hamilton 段对此没有任何陈述。

D) ✓ 正确

overly concerned with the social and athletic activities of their students ↔

They prioritize non-academic activities

预判的"过度关注社交和运动"恰好被 D 项以"优先考虑非学业活动"概括，与 Hamilton 的观点完全等值。

54. What can be learned about the socially and financially privileged students?

- A) They tend to have a sense of superiority over their peers.
- B) They can afford to choose easier majors in order to enjoy themselves.
- C) They spend a lot of time building strong connections with businesses.
- D) They can climb the social ladder even without a degree.

关于社会和经济上享有特权的学生可以了解到什么？

- A) 他们往往对同龄人有优越感。 B) 他们有能力选择更轻松的专业以享受生活。
- C) 他们花费大量时间与企业建立牢固的联系。 D) 即使没有学位,他们也能攀登社会阶梯。

【答案】 B (细节题)

【判型】 What can be learned about the socially and financially privileged students? 直接问"关于这类学生可以了解到什么", 是明示信息的细节题。

【拆句】 What can be learned about the socially and financially privileged students? 被动语态 can be learned about X, X 由 socially and financially 两个副词共同修饰 privileged 形成名词短语, 理解上无难点。

【定位】 By sanctioning this watered-down version of college, universities are "catering to the social and educational needs of wealthy students at the expense of others" who won't enjoy the financial backing or social connections of richer students once they graduate.

通过纵容这种被注水的大学模式, 大学"在迎合富裕学生的社交和教育需求时牺牲了其他人"——这些其他人毕业后将不享有富裕学生的财力支持或社会关系。

【选项】 A) 过度推断

They tend to have a sense of superiority over their peers 谈"优越感", 原文虽暗示这类学生条件更好, 但从未谈"心理上的优越感"或对同侪的态度。

B) ✓ 正确

the "party pathway," which eases many students through college, helped along by various clubs that send students into the party scene and a host of easier majors

↔ They can afford to choose easier majors in order to enjoy themselves

catering to the social and educational needs of wealthy students ↔

They can afford to choose easier majors in order to enjoy themselves

预判中的"被注水路径+轻松专业"在 B 项里被合成为"有条件选轻松专业以享乐", 且经济底气来自原文 wealthy students 的描述, 三点对齐, 故选 B。

C) 偷换概念

They spend a lot of time building strong connections with businesses 说他们"花大量时间与企业建立联系", 原文 social connections of richer students 描述的是他们毕业时已经拥有的家庭/社会人脉, 并不是"在校期间主动与商界建连接"。

D) 过度推断

They can climb the social ladder even without a degree 说"无文凭也能上升", 原文 These students need to build skills and knowledge during college if they are to use their degrees as a stepping-stone to middle-class mobility 在讨论"靠文凭往上走"的对象是非富裕生, 且并未说富裕生不需要文凭。

55. What does the author suggest in the last paragraph?

- A) American higher education has lost its global competitiveness.
- B) People should not expect too much from American higher education.
- C) The current situation in American higher education may not last long.
- D) It will take a long time to change the current trend in higher education.

作者在最后一段提出了什么建议?

- A) 美国高等教育已经失去了全球竞争力。 B) 人们不应该对美国高等教育期望过高。
- C) 美国高等教育的现状可能不会持续太久。 D) 改变高等教育的当前趋势需要很长时间。

【答案】 C (推断题)

【判型】 What does the author suggest in the last paragraph? 含 suggest 推断信号, 又指定末段范围, 是末段范围内的小推断题。

【拆句】 What does the author suggest in the last paragraph? 主干 the author suggest what, 介词短语 in the last paragraph 限定推断范围; 结构平铺直叙, 无陷阱。

【定位】 For students who have been coasting through college, and for American universities that have been demanding less work, offering more attractions and charging higher tuition, the party may soon be over.

对于一直在大学里得过且过的学生，以及一直在降低要求、增加诱惑、提高学费的美国大学来说，这场派对很快就要结束了。

【选项】 A) **过度推断**

American higher education has lost its global competitiveness 说美国高教"已经失去全球竞争力"，原文只说全球经济不会原谅劳动力能力下滑，未做"已失去竞争力"的现状判定。

B) **偷换概念**

People should not expect too much from American higher education 把作者写成"劝读者降低期望"，但作者通篇是批评高校、敦促其改变，而不是劝读者放弃期望。

C) **✓ 正确**

the party may soon be over ↔

The current situation in American higher education may not last long

预判的"现状不会持续"与 The current situation in American higher education may not last long 一一对应，且未越过原文一步，符合 suggest 推断的边界。

D) **与原文相反**

It will take a long time to change the current trend in higher education 说"改变现状要花很长时间"，原文 the party may soon be over 明确暗示改变将很快到来，方向完全相反。

SENTENCE INSIGHTS • 句子精讲

6 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。

In 2011 they released a landmark study titled "Academically Adrift," which documented the lack of intellectual growth experienced by many people enrolled in college.

第1段，第3句

主句 + 非限制性定语从句的结构在学术文本和考试阅读中极为常见，从句内部的后置定语叠加也是典型的书面语句式，具有很强的可迁移性。

In particular, Arum and Roksa found, college students were not developing the critical thinking, analytic reasoning and other higher-level skills that are necessary to thrive in today's knowledge-based economy and to lead our nation in a time of complex challenges and dynamic change.

第1段，第4句

本句覆盖主谓宾、主系表、宾语从句、定语从句、并列宾语、目的状语等多种成分，且宾语从句省略引导词、定语从句关系词作主语、并列名词结构等都是常见易错点，训练价值高。

By sanctioning this watered-down version of college, universities are "catering to the social and educational needs of wealthy students at the expense of others" who won't enjoy the financial backing or social connections of richer students once they graduate.

第3段，第3句

定语从句修饰宾语补足语中的名词、以及定语从句内嵌套状语从句的结构，在四六级和考研阅读中高频出现；句首介词短语作状语也是常见句式；掌握本句的切分方法可迁移到大量同类长难句。

Nor is the global economy forgiving of an American workforce with increasingly weak literacy, math and science abilities.

第4段，第4句

涵盖倒装结构中的主语后置识别、系动词与形容词表语的区分（"forgiving" 易误判为进行时）、介词短语作表语补足成分及定语的多层修饰，成分种类丰富且含易错点，适合强化训练。

But a university degree unaccompanied by a gain in knowledge or skills is an empty achievement indeed.

第4段，第6句

主系表结构配合后置定语修饰主语，是四六级和考研阅读中的常见句式。尤其是过去分词短语作后置定语（如 unaccompanied by）这种结构在学术类文本中频繁出现，学会分析本句的定语修饰关系后，可以迁移到大量类似句子中，实用性较高。

It will take a long time to change the current trend in higher education.

第55题，D

It takes time to do sth 句型在四六级和考研阅读中频繁出现，是典型的形式主语结构，掌握后可迁移到大量同类句子，代表性强。

本篇出现的 91 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。

lack B1

v. 缺少

本篇3次 · 真题 89 句

graduate B1

n. 毕业生

本篇3次 · 真题 82 句

less A1

det. 较少的

本篇2次 · 真题 273 句

author A2

n. 作者

本篇2次 · 真题 264 句

tend B1

v. 倾向于，往往会

本篇2次 · 真题 170 句

global B2

adj. 全球的

本篇2次 · 真题 140 句

challenge B1

n. 挑战

本篇2次 · 真题 119 句

major B1

adj. 主要的

本篇2次 · 真题 108 句

economy B1

n. 经济

本篇2次 · 真题 102 句

current B1

adj. 现在的

本篇2次 · 真题 72 句

various B1

adj. 各种各样的

本篇2次 · 真题 63 句

connection B1

n. 联系

本篇2次 · 真题 50 句

educational B1

adj. 教育的

本篇2次·真题44句

curriculum B2

n. 课程

本篇2次·真题27句

challenging B2

adj. 有挑战性的

本篇2次·真题22句

intellectual C1

adj. 智力的

本篇2次·真题22句

undergraduate B2

n. 大学本科生

本篇2次·真题15句

administration B2

n. 管理

本篇2次·真题12句

privileged C1

adj. 有特权的

本篇2次·真题11句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题205句

learning A1

n. 学习

本篇1次·真题128句

finding B2

n. 调查结果

本篇1次·真题121句

opportunity B1

n. 机会

本篇1次·真题115句

average A2

adj. 平均的

本篇1次·真题112句

argue B1

v. 争论

本篇1次·真题106句

growth B1

n. 增长

本篇1次·真题104句

gain B1

v. 获得;赢得

本篇1次·真题96句

demand B1

v. 坚决要求

本篇1次·真题92句

amount A2

n. 数量

本篇1次·真题 84 句

financial B2

adj. 财政的

本篇1次·真题 79 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 78 句

nation B1

n. 国家

本篇1次·真题 76 句

workplace B1

n. 工作场所

本篇1次·真题 70 句

thinking A2

n. 思考

本篇1次·真题 68 句

significant B2

adj. 重要的

本篇1次·真题 65 句

trend B1

n. 趋势

本篇1次·真题 63 句

peer B2

n. 同龄人

本篇1次·真题 62 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 61 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 59 句

aim B1

v. 瞄准

本篇1次·真题 57 句

particular B2

adj. 特定的

本篇1次·真题 52 句

candidate B1

n. 候选人

本篇1次·真题 48 句

expense B1

n. 花费

本篇1次·真题 46 句

demonstrate B2

v. 证明

本篇1次·真题 45 句

achievement

B1

n. 成就

本篇1次 · 真题 44 句

charge

B1

v. 收费

本篇1次 · 真题 44 句

concerned

B1

adj. 担心的

本篇1次 · 真题 43 句

reading

A1

n. 阅读

本篇1次 · 真题 43 句

absence

B1

n. 缺席

本篇1次 · 真题 42 句

critical

B2

adj. 批评的

本篇1次 · 真题 42 句

responsible

B1

adj. 负责的

本篇1次 · 真题 40 句

priority

B2

n. 优先事项

本篇1次 · 真题 39 句

wealthy

B2

adj. 富有的

本篇1次 · 真题 39 句

release

B1

v. 释放

本篇1次 · 真题 38 句

indeed

B1

adv. 确实, 的确 (强调肯定)

本篇1次 · 真题 37 句

socially

B1

adv. 在社交方面

本篇1次 · 真题 29 句

discipline

B2

n. 纪律

本篇1次 · 真题 28 句

thrive

B2

v. 茁壮成长

本篇1次 · 真题 27 句

scene

A2

n. 场景

本篇1次 · 真题 25 句

blame

B1

v. 责备

本篇1次 · 真题 22 句

version B1

n. 版本

本篇1次·真题 22 句

mobility B2

n. 移动能力

本篇1次·真题 21 句

financially B2

adv. 在财务上

本篇1次·真题 20 句

host B1

n. 主人

本篇1次·真题 19 句

prioritize B2

v. 优先处理

本篇1次·真题 19 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇1次·真题 19 句

adequate B2

adj. 足够的, 充分的

本篇1次·真题 18 句

curiosity B2

n. 好奇心

本篇1次·真题 17 句

writing A2

n. 写作

本篇1次·真题 17 句

stimulate B2

v. 刺激

本篇1次·真题 16 句

ease B1

n. 容易

本篇1次·真题 15 句

ladder A2

n. 梯子

本篇1次·真题 15 句

document B1

n. 文件

本篇1次·真题 14 句

dramatic B2

adj. 巨大的

本篇1次·真题 14 句

literacy B2

n. 读写能力

本篇1次·真题 14 句

tuition B2

n. 学费

本篇1次·真题 14 句

cater B2

v. 提供餐饮服务

本篇1次·真题 13 句

reasoning B2

n. 推理

本篇1次·真题 13 句

willingness B2

n. 愿意

本篇1次·真题 12 句

academically B2

adv. 在学业上

本篇1次·真题 11 句

outdated B2

adj. 过时的

本篇1次·真题 11 句

attraction B1

n. 吸引力

本篇1次·真题 10 句

socialize B2

v. 社交

本篇1次·真题 10 句

enroll B2

v. 注册

本篇1次·真题 9 句

extracurricular B2

adj. 课外的;课程以外的

本篇1次·真题 9 句

genuine B2

adj. 真的

本篇1次·真题 9 句

needy B2

adj. 贫困的

本篇1次·真题 9 句

overly B2

adv. 过度地

本篇1次·真题 9 句

rigorous C1

adj. 严格的

本篇1次·真题 9 句

sociologist C1

n. 社会学家

本篇1次·真题 9 句

dynamic B2

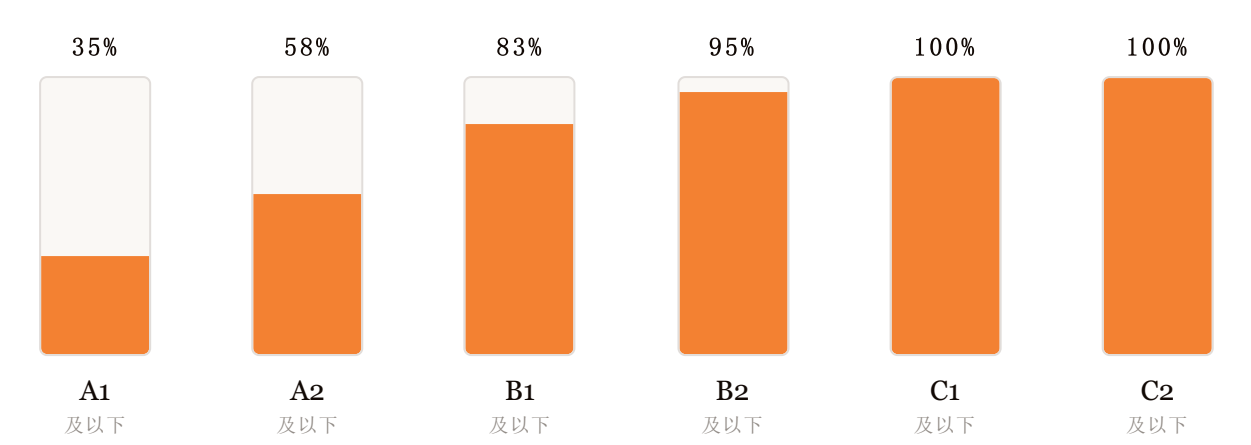
adj. 充满活力的

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 240 词按 CEFR 难度累积覆盖

全文去重后共 **240** 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 11 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 240 个·末柱为 100%



英语六级 2015年12月·第1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12月·第1套英语六级汉译英（段落翻译）·中美父母教育观对比的客观议论 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12月·第1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1套(2015-12) • 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**.

在中国,父母总是竭力帮助孩子,甚至为孩子做重要决定,而不管孩子想要什么,因为他们相信这样做是为孩子好。结果,孩子的成长和教育往往屈从于父母的意愿。如果父母决定为孩子报名参加一个课外班,以增加其被重点学校录取的机会,他们会坚持自己的决定,即使孩子根本不感兴趣。然而在美国,父母很可能会尊重孩子的意见,并在决策时更注重他们的意见。中国父母十分重视教育或许值得称赞。然而,他们应向美国父母学习在涉及教育时如何平衡父母与子女间的关系。

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。

In China, parents always try their best to help their children and even make important decisions for them, regardless of what the children want, because they believe that doing so is good for the children. As a result, the growth and education of children often give way to their parents' wishes. If parents decide to sign their child up for an extracurricular class to increase the child's chances of being admitted to a top school, they will stick to their decision even if the child is not interested at all. In the United States, however, parents are likely to respect their children's opinions and pay more attention to them when making decisions. It may be commendable that Chinese parents attach great importance to education. However, they should learn from American parents how to balance the relationship between parents and children when it comes to education.

【衔接】句1→句2:用 As a result 显因果

第二句中文以 结果 开头,承接第一句 "父母替孩子做决定" 的后果。英文句首用 As a result 把这层因果关系显出来,读者一眼看清第二句是第一句的结果,而非另起一个话题。

句3→句4:用 However 立转折轴

第四句中文 然而在美国 把视角从中国父母转向美国父母,是全篇对比的转折轴。英文用 However 起头,并让 American parents 与前文 Chinese parents 形成清楚对照,整篇的 "中—美对比" 骨架才立得住。

句5→句6:用 However 显先扬后抑

第五句肯定中国父母 重视教育或许值得称赞,第六句 然而, 他们应向美国父母学习 笔锋一转给出建议,是 "先肯定后劝诫" 的转折。英文第六句句首用 However 承接,把这层先扬后抑的逻辑显出来,作者立场才完整。

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】中美父母教育观对比的客观议论

这一段拿中国父母与美国父母作对照,谈在子女教育中如何对待孩子的意愿。开篇 在中国,父母总是竭力帮助孩子 用 "总是" 陈述一种普遍而恒常的现象,通篇都在讲 "现在普遍如此" 的事实与作者的看法(末句 或许值得称赞 是评论),属社会现象 + 议论的客观陈述语体,而非讲某段历史故事。

【时态】一般现在时

全篇陈述的是 "现在普遍存在" 的事实与作者评论,如 父母总是竭力帮助孩子、在美国,父母很可能会尊重孩子的意见,描述习惯性、普遍性的现状,故以一般现在时为基调;只有讲 "应该向美国父母学习" 这类建议处用情态动词 should,不算偏离基调。

【译法】课外班

课外班 指正课之外的辅导/兴趣班,英文用约定俗成的 an extracurricular class(或 after-school class)较地道,不要逐字硬译成 outside-class。全篇若再提到统一用 extracurricular class。

重点学校

重点学校 指优质的、择优录取的学校,英文常译 a key school 或 a top school;考生易直译成 important school 而走味,建议统一用 a top school 以保准确。

课外班/被录取 (搭配统一)

报名参加 与 录取 这两个搭配全篇统一:报名用 sign sb up for / enroll sb in,录取用 be admitted to / be accepted by,避免同一篇里 "录取" 一会儿 admit 一会儿 receive。

1. 在中国,父母总是竭力帮助孩子,甚至为孩子做重要决定,而不管孩子想要什么,因为他们相信这样做是为孩子好。

【主干】主干 parents try to help their children (主语策略:原句主语)

中文主语 父母 明确,核心动词是 竭力帮助孩子,提为英文主谓宾 parents always try their best to help their children;"甚至为孩子做重要决定" 是与帮助并列的另一动作,可作并列谓语 and even make important decisions。

【降级】让步与原因各自降级

而不管孩子想要什么 是让步,降级成状语从句 regardless of what their children want;因为他们相信这样做是为孩子好 是原因,降级成 because 引导的原因状语从句 because they believe (that) this is good for the children;主干只保留 "帮助 + 做决定" 两个并列谓语,其余全部挂上去,不要照中文用逗号一路平铺。

【语法】时态

回指全篇基调用一般现在时,且 总是 提示习惯性动作,try、make、believe 全用现在时(parents always try / make / believe)。

单复数

孩子 泛指不止一个孩子,用复数 children;重要决定 不止一个,用复数 decisions。

固定搭配

"竭力" 用 try one's best to do;"为...好" 用 be good for sb,不要中式直译成 do good to。

【译文】 In China, parents always try their best to help their children and even make important decisions for them, regardless of what the children want, because they believe that doing so is good for the children.

2. 结果,孩子的成长和教育往往屈从于父母的意愿。

【主干】主干 growth and education give way to wishes (主语策略: 原句主语)

中文主语是 孩子的成长和教育,谓语 屈从于,提为 the growth and education of children often give way to their parents' wishes;主语是 "成长和教育" 两个并列名词。

【降级】结果状语 + 屈从搭配

结果 是承接上句的结果关系,降级成句首状语 As a result;"屈从于父母的意愿" 用动词短语 give way to / yield to their parents' wishes,本句结构简单,主干立住即可,无需再多层降级。

【语法】时态

回指全篇基调用一般现在时 give way to;往往 提示经常性,与现在时相合。

主谓一致

主语是 the growth and education 两项并列,视为复数概念,谓语用原形 give(若用单数主语则 gives),本句主语并列故用 give。

固定搭配

"屈从于" 用 give way to / yield to,后接 wishes;"父母的意愿" 用 their parents' wishes,注意名词所有格撇号位置 parents'。

【译文】 As a result, the growth and education of children often give way to their parents' wishes.

3. 如果父母决定为孩子报名参加一个课外班,以增加其被重点学校录取的机会,他们会坚持自己的决定,即使孩子根本不感兴趣。

【主干】 主干 they will stick to their decision (主语策略: 原句主语)

本句框架是 "如果...父母决定...,他们会坚持自己的决定,即使...";主句主干取 他们会坚持自己的决定,提为 they will stick to their decision,主语沿用 parents(they)。

【降级】 条件 + 目的 + 让步三层降级

如果父母决定为孩子报名参加一个课外班 降级成 If 条件状语从句 If parents decide to sign their child up for an extracurricular class;以增加其被重点学校录取的机会 是目的,降级成不定式 to increase the child's chances of being admitted to a top school;即使孩子根本不感兴趣 是让步,降级成 even if 从句 even if the child is not interested at all。三层全部挂到主句 they will stick to their decision 上。

【语法】 时态与情态

全篇现在时基调下,主句表 "将会坚持" 用 will stick to;条件从句用一般现在时 If parents decide(主将从现)。

语态

被重点学校录取 是被动,用 being admitted to a top school,"被" 字提示用被动语态。

搭配与单复数

"报名参加" 用 sign sb up for sth;"录取的机会" 用 chances of doing(chance 此处用复数 chances 表机会);"重点学校" 按 glossary 统一为 a top school。

冠词

一个课外班 首次提及、泛指一个,用不定冠词 an extracurricular class(extra 以元音音素开头用 an)。

【译文】 If parents decide to sign their child up for an extracurricular class to increase the child's chances of being admitted to a top school, they will stick to their decision even if the child is not interested at all.

4. 然而在美国,父母很可能会尊重孩子的意见,并在决策时更注重他们的意见。

【主干】 主干 parents are likely to respect opinions (主语策略: 原句主语)

主语 父母,主干动作 尊重孩子的意见,提为 parents are likely to respect their children's opinions;更注重他们的意见 是与之并列的动作,用 and pay more attention to 接成并列谓语。

【降级】 转折词 + 并列动作 + 时间状语

然而 是与上文中国情况的转折,降级成句首 However;在决策时 是时间状语,降级成 when making decisions;"尊重意见" 与 "更注重意见" 两个并列动作作用 and 连成并列谓语。

【语法】时态

回指全篇基调用一般现在时 are likely to respect / pay,描述美国父母的普遍做法。

单复数与所有格

"孩子的意见" 用 their children's opinions,children 复数 + 所有格 's;opinions 泛指多种意见用复数。

搭配

"注重/重视" 用 pay attention to,"更注重" 用 pay more attention to;"做决策时" 用 when making decisions。

【译文】 In the United States, however, parents are likely to respect their children's opinions and pay more attention to them when making decisions.

5. 中国父母十分重视教育或许值得称赞。

【主干】 主干 It may be commendable that... (主语策略: 形式主语it)

中文主语其实是一整个事件 中国父母十分重视教育,谓语是 或许值得称赞。事件作主语太长,用形式主语 it 占位、真主语 that 从句后置:It may be commendable that Chinese parents attach great importance to education。

【降级】 评价后置成 that 从句

把 "值得称赞" 提为 It may be commendable/praiseworthy,把被评价的事 中国父母十分重视教育 降级成 that 主语从句 that Chinese parents attach great importance to education;"或许" 用 may / perhaps 表推测语气。

【语法】 时态与情态

现在时基调下用 is;或许 表推测用情态动词 may(It may be commendable)。

搭配

"十分重视" 用 attach great importance to / place great emphasis on;"值得称赞" 用 commendable / praiseworthy,不要中式译成 worth praise。

单复数

中国父母 泛指,用复数 Chinese parents,谓语 attach 用原形与复数主语一致。

【译文】 It may be commendable that Chinese parents attach great importance to education.

6. 然而, 他们应向美国父母学习在涉及教育时如何平衡父母与子女间的关系。

【主干】 主干 they should learn from American parents (主语策略: 原句主语)

主语 他们(指中国父母),主干 应向美国父母学习,提为 they should learn from American parents;"学习" 的具体内容 "如何平衡...关系" 作宾语 how to balance...。

【降级】 学习内容用 how to + 时间状语

如何平衡父母与子女间的关系 是 "学习" 的内容,降级成 how to balance the relationship between parents and children 作宾语;在涉及教育时 是条件/时间状语,降级成 when it comes to education;然而 是转折,降级成句首 However。

【语法】情态与时态

"应" 用 should,本身即现在视角的建议,与全篇现在时基调一致。

搭配

"向某人学习" 用 learn from sb;"涉及教育时" 用 when it comes to education;"平衡...关系" 用 balance the relationship。

介词与单复数

"父母与子女间的关系" 用 the relationship between parents and children,between 后接两方;parents、children 均用复数泛指。

【译文】 However, they should learn from American parents how to balance the relationship between parents and children when it comes to education.

英语六级 2015年12月·第1套 · 全卷构成

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