

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

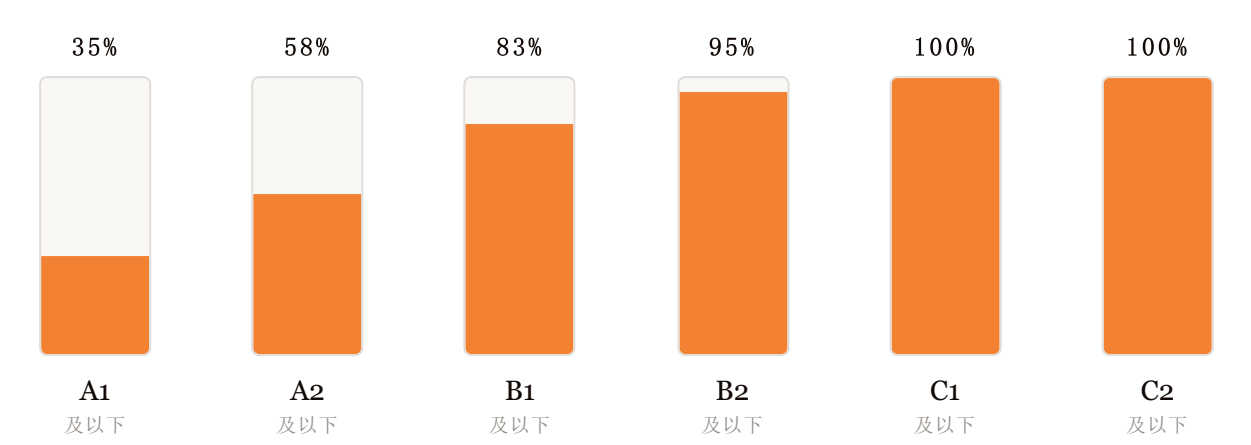
adj. 充满活力的

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%



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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 →
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Part IV	汉译英（段落翻译）	题目解析 →