

2015年12月·第2套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2015年12月·第2套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 15 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第2套(2015-12)·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**.

First-Generation College-Goers: Unprepared and Behind

A) When Nijay Williams entered college last fall as a first-generation student and Jamaican immigrant, he was academically unprepared for the rigors of higher education. Like many first-generation students, he enrolled in a medium-sized state university many of his high school peers were also attending, received a Pell Grant, and took out some small federal loans to cover other costs. Given the high price of room and board and the closeness of the school to his family, he chose to live at home and worked between 30 and 40 hours a week while taking a full class schedule.

去年秋天，当Nijay Williams作为第一代大学生和牙买加移民进入大学时，他在学业上还没有为高等教育的严格要求做好准备。像许多第一代大学生一样，他进入了一所中等规模的州立大学，他的许多高中同学也在那里就读，他获得了Pell助学金，并申请了一些小额联邦贷款来支付其他费用。考虑到住宿费用高昂以及学校离家很近，他选择住在家里，每周工作30到40小时，同时修满全部课程。

B) What Nijay didn't realize about his school—Tennessee State University—was its frighteningly low graduation rate a mere 29 percent for its first-generation students. At the end of his first year, Nijay lost his Pell Grant of over \$5,000 after narrowly missing the 2.0 GPA cut-off, making it impossible for him to continue paying for school.

Nijay没有意识到他的学校——Tennessee State University——有着可怕的低毕业率，其第一代大学生的毕业率仅为29%。在第一学年结束时，Nijay因为勉强未达到2.0的GPA分数线而失去了超过5000美元的Pell助学金，这使他无法继续支付学费。

C) Nijay represents a large and growing group of Americans: first-generation college students who enter school unprepared or behind. To make matters worse, these schools are ill-equipped to graduate these

students—young adults who face specific challenges and obstacles. They typically carry financial burdens that outweigh those of their peers, are more likely to work while attending school, and often require significant academic remediation(补习).

Nijay代表了一个庞大且不断增长美国群体：那些毫无准备或起点落后就进入大学的第一代大学生。更糟糕的是，这些学校没有能力让这些学生毕业——这些年轻人面临着特定的挑战和障碍。他们通常承担着超过同龄人的经济负担，更有可能在上学期打工，并且常常需要大量的学业补习。

- D) Matt Rubinoff directs I'm First, a nonprofit organization launched last October to reach out to this specific population of students. He hopes to distribute this information and help prospective college-goers find the best post-secondary fit. And while Rubinoff believes there are a good number of four-year schools that truly care about these students and set aside significant resources and programs for them, he says that number isn't high enough.

Matt Rubinoff负责管理I'm First，这是一个去年十月启动的非营利组织，旨在接触这一特定的学生群体。他希望传播这些信息，帮助未来的大学申请者找到最适合的高等教育选择。尽管Rubinoff相信有相当数量的四年制大学真正关心这些学生，并为他们预留了大量资源和项目，但他表示这个数量还不够高。

- E) "It's not only the selective and elite institutions that provide those opportunities for a small subset of this population," Rubinoff said, adding that a majority of first-generation undergraduates tend toward options such as online programs, two-year colleges, and commuter state schools. "Unfortunately, there tends to be a lack of information and support to help students think bigger and broader."

"不仅仅是那些精英名校为这一群体中的一小部分人提供这些机会，"Rubinoff说，他补充道，大多数第一代本科生倾向于选择在线课程、两年制学院和通勤州立大学等选项。"不幸的是，往往缺乏信息和支持来帮助学生思考得更远更广。"

- F) Despite this problem, many students are still drawn to these institutions—and two-year schools in particular. As a former high school teacher, I saw students choose familiar, cheaper options year after year. Instead of skipping out on higher education altogether, they chose community colleges or state schools with low bars for admittance.

尽管存在这个问题，许多学生仍然被这些院校所吸引——尤其是两年制学校。作为一名前高中教师，我看到学生们年复一年地选择熟悉的、更便宜的选项。他们没有完全放弃高等教育，而是选择了社区大学或录取门槛较低的州立学校。

- G) "They underestimate themselves when selecting a university," said Dave Jarrat, a marketing executive for Inside Track, a for-profit organization that specializes in coaching low-income students and supporting colleges in order to help students thrive. "The reality of it is that a lot of low-income kids could be going to elite universities on a full ride scholarship and don't even realize it."

"他们在选择大学时低估了自己，"Dave Jarrat说，他是Inside Track的营销主管，这是一家营利性组织，专门为低收入学生提供指导并支持大学帮助学生取得成功。"现实情况是，很多低收入家庭的孩子本可以获得全额奖学金去精英大学，但他们甚至没有意识到这一点。"

- H) "Many students are coming from a situation where no one around them has the experience of successfully completing higher education, so they are coming in questioning themselves and their college worthiness," Jarrat continued. That helps explain why, as I'm First's Rubinoff indicated, the schools to which these students end up resorting can end up being some of the poorest matches for them. The University of Tennessee in Knoxville offers one example of this dilemma. A flagship

university in the South, the school graduates just 16 percent of its first-generation students, despite its overall graduation rate of 71 percent. Located only a few hours apart, the University of Tennessee and Tennessee State are worth comparing. Tennessee State's overall graduation rate is a tiny 39 percent, but at least it has a smaller gap between the outcomes for first-generation students and those of their peers.

"许多学生来自这样的环境：他们周围没有人有成功完成高等教育的经历，所以他们带着对自己和自己是否配得上大学的质疑进入校园，"Jarrat继续说道。这有助于解释为什么，正如I'm First的Rubinoff所指出的，这些学生最终选择的学校可能恰恰是最不适合他们的。位于Knoxville的University of Tennessee就提供了一个这种困境的例子。作为南方的一所旗舰大学，该校第一代大学生的毕业率仅为16%，尽管其整体毕业率为71%。University of Tennessee和Tennessee State相距仅几个小时，值得比较。Tennessee State的整体毕业率仅为39%，但至少它在第一代学生和其他学生的结果之间的差距较小。

- I) Still, the University of Tennessee deserves credit for being transparent. Many large institutions keep this kind of data secret—or at least make it incredibly difficult to find. The University of North Carolina at Chapel Hill, for instance, admits only that the graduation rate for its first-generation pupils is "much lower" than the percentage of all students who graduate within four years (81 percent).

尽管如此，University of Tennessee因其透明度值得肯定。许多大型院校对这类数据保密——或者至少让人很难找到。例如，University of North Carolina at Chapel Hill只承认其第一代学生的毕业率"远低于"四年内毕业的所有学生的比例(81%)。

- J) It is actually quite difficult to find reliable statistics on the issue for many schools. Higher education institutions are, under federal law, required to report graduation rates, but these reports typically only include Pell recipient numbers—not necessarily rates specific to first-generation students. Other initiatives fail to break down the data, too. Imagine how intimidating it can be for prospective students unfamiliar with the complexities of higher education to navigate this kind of information and then identify which schools are the best fit.

实际上，对于许多学校来说，很难找到关于这个问题的可靠统计数据。根据联邦法律，高等教育机构需要报告毕业率，但这些报告通常只包括Pell助学金获得者的数量——不一定是专门针对第一代学生的比率。其他项目也未能细分数据。想象一下，对于不熟悉高等教育复杂性的未来学生来说，浏览这类信息然后确定哪些学校最适合他们是多么令人生畏。

- K) It was this lack of information that prompted the launch of I'm First in 2013, originally as an arm of its umbrella organization, the Center For Student Opportunity. "If we can help to direct students to more of these types of campuses and help students to understand them to be realistic and accessible places, have them apply to these schools at greater frequency and ultimately get in and enroll, we are going to raise the success rate," Rubinoff said, citing a variety of colleges ranging from large state institutions to smaller private schools.

正是这种信息的缺乏促使I'm First在2013年启动，最初作为其上级组织Center For Student Opportunity的一个分支。"如果我们能帮助引导学生去更多这类校园，帮助学生了解它们是现实可行和可以接触到的地方，让他们更频繁地申请这些学校，并最终被录取和入学，我们就会提高成功率，"Rubinoff说，他列举了从大型州立院校到小型私立学校等各种大学。

- L) Chelsea Jones, who now directs student programming at I'm First, was a first-generation college student at Howard. Like other students new to the intimidating higher-education world, she often

struggled on her path to college. "There wasn't really a college-bound culture at my high school," she said. "I wanted to go to college but I didn't really know the process." Jones became involved with a college-access program through Princeton University in high school. Now, she attributes much of her understanding of college to that: "But once I got to campus, it was a completely different ball game that no one really prepared me for."

Chelsea Jones现在负责I'm First的学生项目管理，她曾是Howard的第一代大学生。像其他刚接触令人生畏的高等教育世界的学生一样，她在上大学的道路上经常遇到困难。"我的高中并没有真正的大学升学文化，"她说。"我想上大学，但我真的不了解这个过程。"Jones在高中时参加了Princeton University的一个大学入学项目。现在，她将自己对大学的很多理解归功于此："但一旦我到了校园，那完全是另一回事，没有人真正为我做好准备。"

- M) She was fortunate, though. Howard, a well-regarded historically black college, had an array of resources for its first-generation students, including matching kids with counselors, connecting first-generation students to one another, and TRIO, a national program that supported 200 students on Howard's campus. Still, Jones represents a small percentage of first-generation students who are able to gain entry into more elite universities, which are often known for robust financial aid packages and remarkably high graduation rates for first-generation students. (Harvard, for example, boasts a six-year graduation rate for underrepresented minority groups of 98 percent).

不过，她是幸运的。Howard是一所备受推崇的历史黑人大学，为其第一代学生提供了一系列资源，包括为学生匹配辅导员、将第一代学生相互联系起来，以及TRIO——一个在Howard校园支持200名学生的全国性项目。尽管如此，Jones代表的只是能够进入更精英大学的第一代学生中的一小部分，这些大学通常以雄厚的经济援助和第一代学生极高的毕业率而闻名。(例如，Harvard的少数族裔群体六年毕业率高达98%)。

- N) Christian Vazquez, a first-generation Yale graduate, is another exception, his success story setting him far apart from students such as Nijay. "There is a lot of support at Yale, to an extent, after a while, there is too much support," he said, half-joking about the countless resources available at the school. Students are placed in small groups with counselors (trained seniors on campus); they have access to cultural and ethnic affinity(联系) groups, tutoring centers and also have a summer orientation specifically for first-generation students (the latter being one of the most common programs for students).

Christian Vazquez是Yale的第一代毕业生，是另一个例外，他的成功故事使他与Nijay这样的学生相去甚远。"Yale有很多支持，在某种程度上，一段时间后，支持太多了，"他半开玩笑地说起学校提供的无数资源。学生被分成小组，配有辅导员(校园里经过培训的高年级学生)；他们可以接触文化和族裔联系小组、辅导中心，还有专门为第一代学生设置的暑期培训(后者是最常见的学生项目之一)。

- O) "Our support structure was more like: 'You are going to get through Yale; you are going to do well,'" he said, hinting at mentors(导师), staff, and professors who all provided significant support for students who lacked confidence about "belonging" at such a top institution.

"我们的支持结构更像是：'你会顺利完成Yale的学业；你会表现出色，'"他说，暗指那些为缺乏在这样一所顶尖院校"归属感"信心的学生提供了重要支持的导师、员工和教授。

陈述句与逐句解析

36. Many first-generation college-goers have doubts about their abilities to get a college degree.

许多第一代大学生对自己获得大学学位的能力感到怀疑。

【答案】 **H** 段（弱锚点）

【锚点】 对学位能力有 doubts

【定位】 Many students are coming from a situation where no one around them has the experience of successfully completing higher education, so they are coming in questioning themselves and their college worthiness.

许多学生身处一种环境——身边没有任何人成功读完过高等教育——所以他们入学时就开始怀疑自己以及自己是否配得上大学。

【改写】 doubts about their abilities ↔ **questioning themselves**

doubts ↔ questioning

to get a college degree ↔ **college worthiness**

拿学位 ↔ 配得上大学

【辨邻】 **L** L 段 Chelsea Jones 说自己 wanted to go to college but I didn't really know the process——讲的是不了解升学流程，不是怀疑自己读完大学的能力；与题干 doubts about their abilities 是不同侧面，话题相邻但不等值。

I wanted to go to college but I didn't really know the process

O O 段写 lacked confidence about "belonging" at such a top institution，但主语是 mentors, staff, and professors 在提供支持去化解学生的不自信；陈述对象是“学校的支持”而非“学生自己怀疑”，与题干 Q36 的语义焦点不同。

lacked confidence about "belonging" at such a top institution

37. First-generation college students tend to have much heavier financial burdens than their peers.

第一代大学生往往比同龄人承受更重的经济负担。

【答案】 **C** 段（弱锚点）

【锚点】 经济负担比同龄人重

【定位】 They typically carry financial burdens that outweigh those of their peers, are more likely to work while attending school, and often require significant academic remediation.

他们通常承担的经济负担超过同龄人，更可能边读书边打工，且往往需要大量学业补习。

【改写】 much heavier financial burdens ↔ **financial burdens that outweigh those of their peers**

heavier ↔ outweigh

than their peers ↔ **those of their peers**

比较对象同指同龄人

【辨邻】 A A 段提到 Nijay worked between 30 and 40 hours a week, 是个例打工细节、且没有把第一代学生与同龄人作经济负担比较; A 段只能覆盖“打工”局部, 覆盖不到题干 Q37 的“群体比较”。

worked between 30 and 40 hours a week

B B 段 lost his Pell Grant of over \$5,000 是 Nijay 个人遭遇, 没有形成 much heavier ... than their peers 这种群体级比较结构。

Nijay lost his Pell Grant of over \$5,000

38. The graduation rate of first-generation students at Nijay's university was incredibly low.

Nijay 所在大学第一代学生的毕业率极低。

【答案】 B 段 (强锚点)

【锚点】 Nijay 学校毕业率极低

【定位】 What Nijay didn't realize about his school—Tennessee State University—was its frighteningly low graduation rate a mere 29 percent for its first-generation students.

Nijay 当时没意识到自己学校 (田纳西州立大学) 有一个吓人地低的毕业率——第一代学生只有 29%。

【改写】 Nijay's university ↔ Tennessee State University

代称落到具体校名

incredibly low ↔ frighteningly low

incredibly ↔ frighteningly

graduation rate of first-generation students ↔

graduation rate a mere 29 percent for its first-generation students

限定语原样对位

【辨邻】 H H 段虽然也讲第一代学生毕业率低——graduates just 16 percent of its first-generation students——但主语是 The University of Tennessee in Knoxville, 不是 Nijay 所在的 TSU; 题干 Nijay's university 指向 TSU, 所以排除 H。

graduates just 16 percent of its first-generation students

39. Some top institutions like Yale seem to provide first-generation students with more support than they actually need.

像 Yale 这样的一些顶尖院校似乎为第一代学生提供了超出他们实际需要的支持。

【答案】 N 段 (强锚点)

【锚点】 Yale 给的支持超过实际需要

【定位】 There is a lot of support at Yale, to an extent, after a while, there is too much support.

耶鲁的支持很多, 某种程度上, 时间久了, 支持甚至多到过头了。

【改写】 Yale ↔ Yale

专名原样复现

more support than they actually need ↔ **too much support**

比较句 ↔ too 程度副词

【辨邻】 **O** O 段确实讲耶鲁的导师与教授提供支持，但落点是 lacked confidence about "belonging" 的信心建设，没有讲"too much / 过剩"；陈述句 Q39 的核心判断在 N 段的 too much support, O 不承载这一句。

provided significant support for students who lacked confidence about "belonging"

40. On entering college, Nijay Williams had no idea how challenging college education was.

进入大学时,Nijay Williams不知道大学教育有多具挑战性。

【答案】 **A** 段（强锚点）

【锚点】 Nijay 入学时不知大学多难

【定位】 When Nijay Williams entered college last fall as a first-generation student and Jamaican immigrant, he was academically unprepared for the rigors of higher education.

去年秋天 Nijay Williams 作为第一代大学生和牙买加移民进入大学时，他在学业上还未准备好应对高等教育的严酷挑战。

【改写】 On entering college, Nijay Williams ↔ **When Nijay Williams entered college last fall**

时点完全对位

no idea how challenging college education was ↔

academically unprepared for the rigors of higher education

认知空白 ↔ 准备不足

【辨邻】 **B** B 段写 At the end of his first year, Nijay lost his Pell Grant 是 Nijay 第一年读完之后的事，不是题干 On entering college 的入学时点；时点错位，排除。

At the end of his first year, Nijay lost his Pell Grant of over \$5,000

41. Many universities simply refuse to release their exact graduation rates for first-generation students.

许多大学就是拒绝公布第一代学生的确切毕业率。

【答案】 **I** 段（弱锚点）

【锚点】 大学拒绝公布第一代毕业率

【定位】 Many large institutions keep this kind of data secret—or at least make it incredibly difficult to find.

许多大型院校把这类数据保密——或者至少让人极难找到。

【改写】 refuse to release their exact graduation rates ↔ **keep this kind of data secret**

拒绝公布 ↔ 保密

for first-generation students ↔ **graduation rate for its first-generation pupils**

学生群体限定相同

【辨邻】 J J 段写 Higher education institutions are, under federal law, required to report graduation rates, but these reports typically only include Pell recipient numbers——这是法规下报表口径不细，不是大学 refuse to release；归因不同，排除。

these reports typically only include Pell recipient numbers—not necessarily rates specific to first-generation students

42. According to a marketing executive, many students from low-income families don't know they could have a chance of going to an elite university.

据一位营销主管称,许多来自低收入家庭的学生不知道他们可能有机会进入精英大学。

【答案】 G 段 (强锚点)

【锚点】 marketing executive 谈低收入家庭学生

【定位】 They underestimate themselves when selecting a university, said Dave Jarrat, a marketing executive for Inside Track, a for-profit organization that specializes in coaching low-income students and supporting colleges in order to help students thrive. The reality of it is that a lot of low-income kids could be going to elite universities on a full ride scholarship and don't even realize it.

Inside Track 的营销主管 Dave Jarrat 说:“他们在选大学时低估了自己。”——Inside Track 是一家专门辅导低收入学生、支持大学的营利性组织。“实际情况是,许多低收入家庭的孩子完全可以拿全额奖学金进入精英大学,可他们自己都不知道这件事。”

【改写】 a marketing executive ↔ **a marketing executive**

身份原样复现

students from low-income families ↔ **low-income kids**

家庭视角 ↔ 孩子视角

don't know they could have a chance of going to an elite university ↔

could be going to elite universities on a full ride scholarship and don't even realize it

don't know ↔ don't even realize

【辨邻】 E E 段是 Rubinoff 在说 a lack of information and support to help students think bigger and broader——观点接近但说话人是非营利组织负责人,不是题干指定的“营销主管”;这是六级常见的“张冠李戴”陷阱,排除。

there tends to be a lack of information and support to help students think bigger and broader

43. Some elite universities attach great importance to building up the first-generation students' self-confidence.

一些精英大学非常重视建立第一代学生的自信心。

【答案】 O 段 (弱锚点)

【锚点】 精英校重视建立自信

【定位】 Our support structure was more like: 'You are going to get through Yale; you are going to do well,' he said, hinting at mentors, staff, and professors who all provided significant support for students who lacked confidence about 'belonging' at such a top institution.

他说：“我们的支持氛围更像是‘你能读完耶鲁，你会做得很好’”，暗指导师、职员和教授都给那些对自己能否归属顶尖名校缺乏信心的学生提供了大量支持。

【改写】 Some elite universities ↔ **such a top institution**

精英校 ↔ 顶尖学府

building up the first-generation students' self-confidence ↔

provided significant support for students who lacked confidence about "belonging"

缺自信 + 提供支持 = 建立自信

【辨邻】 N N 段列举 small groups with counselors、cultural and ethnic affinity groups、tutoring centers 等支持种类，是“支持有什么”，而非“建立自信”；题干判断词是“self-confidence”，落点必须是 O 段。

they have access to cultural and ethnic affinity groups, tutoring centers and also have a summer orientation specifically for first-generation students

M M 段写精英校 robust financial aid packages and remarkably high graduation rates for first-generation students——是奖学金与毕业率维度的支持，不是题干 self-confidence 的自信维度。

more elite universities, which are often known for robust financial aid packages

44. I'm First distributes information to help first-generation college-goers find schools that are most suitable for them.

I'm First 发布信息帮助第一代大学生找到最适合他们的学校。

【答案】 D 段 (强锚点)

【锚点】 I'm First 分发信息找合适学校

【定位】 He hopes to distribute this information and help prospective college-goers find the best post-secondary fit.

他希望分发这些信息，帮助未来的大学生找到最契合自己的大学。

【改写】 I'm First distributes information ↔ **distribute this information**

动词宾语原样复现

help first-generation college-goers find schools that are most suitable for them ↔

help prospective college-goers find the best post-secondary fit

most suitable ↔ best fit

【辨邻】 **K** K 段虽然讲 the launch of I'm First in 2013 与其目标 raise the success rate, 但没有把“分发信息”作为动作明示; 题干 distributes information 的核心动作只对应 D 段 distribute this information。

| If we can help to direct students to more of these types of campuses

45. Elite universities tend to graduate first-generation students at a higher rate.

精英大学往往以更高的比例让第一代学生毕业。

【答案】 **M** 段 (弱锚点)

【锚点】 精英校第一代毕业率更高

【定位】 Still, Jones represents a small percentage of first-generation students who are able to gain entry into more elite universities, which are often known for robust financial aid packages and remarkably high graduation rates for first-generation students.

尽管如此, Jones 仅是少数能进入更精英大学的第一代学生之一——这些精英大学常以丰厚的奖学金与极高的第一代学生毕业率著称。

【改写】 Elite universities ↔ **more elite universities**

精英校直接对位

graduate first-generation students at a higher rate ↔

remarkably high graduation rates for first-generation students

比较级 ↔ remarkably high

【辨邻】 **H** H 段 graduates just 16 percent of its first-generation students 与 39 percent 都是低毕业率的例子, 与题干 at a higher rate 方向相反; 同词反义, 排除。

| graduates just 16 percent of its first-generation students

B B 段 a mere 29 percent 是 TSU 第一代学生毕业率, 明显低, 方向与 higher rate 相反; 排除。

| frighteningly low graduation rate a mere 29 percent for its first-generation students

PARAGRAPH MAP • 段落主旨图

15 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 讲第一代大学生 Nijay Williams 入学时学业上没准备好——他是 Jamaican immigrant，进入一所中型州立大学，靠 Pell 助学金加联邦贷款，住家里且每周打工 30-40 小时还要修满学分。

信息指纹 Nijay 入学画像

B 揭出 Nijay 所在学校 Tennessee State University 第一代学生的毕业率仅 a mere 29 percent，且 Nijay 因 GPA 差一点没到 2.0 而失去 Pell 助学金。

信息指纹 TSU 29% 毕业率

C 把 Nijay 个案推广到群体：第一代大学生这一群入学时没准备好且学校也没能力让他们毕业；他们 carry financial burdens that outweigh those of their peers，更可能边读边打工，且常需补习。

信息指纹 群体三重困境

D 介绍非营利组织 I'm First 及其负责人 Matt Rubinoff：组织于去年十月成立，专门面向第一代学生，distribute this information and help prospective college-goers find the best post-secondary fit。

信息指纹 I'm First 与 Rubinoff

E Rubinoff 进一步说，第一代学生多数倾向于 online programs, two-year colleges, and commuter state schools，存在 a lack of information and support to help students think bigger and broader。

信息指纹 Rubinoff 谈信息缺失

F 尽管存在上述问题，许多学生仍倾向于熟悉、便宜的选项，尤其是两年制学校；作者作为前高中老师亲见他们年复一年选 community colleges or state schools with low bars for admittance。

信息指纹 学生自选低门槛校

G 营销主管 Dave Jarrat 说低收入学生选校时低估自己，a lot of low-income kids could be going to elite universities on a full ride scholarship and don't even realize it。

信息指纹 Jarrat 谈自我低估

H Jarrat 继续解释第一代学生 coming in questioning themselves and their college worthiness; 并以田纳西大学 Knoxville 校区作例: 整体毕业率 71%, 第一代学生仅 16%。

信息指纹 自我怀疑 + UT 例

I 夸 UT 透明的同时点出问题: 许多大型机构对数据 keep this kind of data secret—or at least make it incredibly difficult to find, 以 UNC Chapel Hill 只说 much lower 为例。

信息指纹 藏数据 vs 透明

J 进一步说明数据不可得: 联邦法律要求公布毕业率但通常只含 Pell recipient numbers, 不一定细分到第一代学生, 普通家长学生很难看懂。

信息指纹 联邦报表的盲区

K 回到 I'm First 的成立缘起 (2013 年), Rubinoff 阐述其目标: 把学生引向更合适的校园、提高升学与毕业成功率。

信息指纹 I'm First 成立缘起

L I'm First 学生项目主管 Chelsea Jones 自述: 高中 wasn't really a college-bound culture, 靠 Princeton 的升学项目了解大学, 但到 Howard 才发现 it was a completely different ball game。

信息指纹 Chelsea Jones 自述

M Howard 给第一代学生提供配套 (咨询、同伴、TRIO 项目); 但 Jones 属少数能进精英校的人——精英校往往奖学金丰厚、第一代学生毕业率极高 (如哈佛 six-year graduation rate for underrepresented minority groups of 98 percent) 。

信息指纹 精英校高毕业率

N 另一例外是耶鲁第一代毕业生 Christian Vazquez, 他半开玩笑说耶鲁的支持多到 after a while, there is too much support, 并列举各种配套 (咨询小组、亲缘群体、辅导中心、迎新等) 。

信息指纹 Yale 支持过剩

0

Vazquez 进一步描述耶鲁的支持氛围 You are going to get through Yale; you are going to do well, 强调导师 / 职员 / 教授帮助那些对 belonging 缺乏信心的学生。

信息指纹 Yale 帮建归属感

SENTENCE INSIGHTS • 句子精讲

8 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。

Matt Rubinoff directs I'm First, a nonprofit organization launched last October to reach out to this specific population of students.

D段, 第1句

本句涵盖主谓宾基本成分, 同时包含同位语、后置定语、时间状语和目的状语等多种修饰成分, 适合练习识别同位语结构和过去分词作后置定语的用法, 对基础学习者有一定训练价值。

That helps explain why, as I'm First's Rubinoff indicated, the schools to which these students end up resorting can end up being some of the poorest matches for them.

H段, 第2句

主句套宾语从句、插入状语从句、嵌套定语从句的多层结构, 以及 why 引导名词性从句、介词加关系代词引导定语从句的用法, 都是四六级和考研阅读中的高频典型句式, 掌握后可大量复用到真题长难句分析。

Still, the University of Tennessee deserves credit for being transparent.

I段, 第1句

简单句加后置定语的结构在阅读材料中较为常见, 句首副词作状语也是典型用法, 但整体句式过于简单, 不能代表考试中常见的复杂长难句结构, 迁移价值有限。

Other initiatives fail to break down the data, too.

J段，第3句

涵盖主语、谓语、宾语（不定式充当）、状语四种成分，其中 "fail to do" 结构的宾语识别有一定练习价值；但成分种类较单一，无定语从句、宾补等更复杂成分，整体训练收益中等偏低

It was this lack of information that prompted the launch of I'm First in 2013, originally as an arm of its umbrella organization, the Center For Student Opportunity.

K段，第1句

强调句 "It is/was ... that ..." 是四六级和考研真题中的高频句式，且本句还包含同位语和多重修饰成分，是典型的长难句结构；掌握本句的拆解方法后，可直接迁移到大量类似真题句中，实用性极强。

"If we can help to direct students to more of these types of campuses and help students to understand them to be realistic and accessible places, have them apply to these schools at greater frequency and ultimately get in and enroll, we are going to raise the success rate," Rubinoff said, citing a variety of colleges ranging from large state institutions to smaller private schools.

K段，第2句

本句涵盖主谓宾、条件状语、方式状语、宾语补足语等多种成分，条件从句内部有并列的复合谓语和多个宾补结构（"help to do"、"have sb do"），第一个主句的主干被长状语前置分隔，这些都是成分划分的典型训练点，适合练习在复杂环境中定位核心成分。

Students are placed in small groups with counselors (trained seniors on campus); they have access to cultural and ethnic affinity(联系) groups, tutoring centers and also have a summer orientation specifically for first-generation students (the latter being one of the most common programs for students).

N段，第3句

覆盖了主语、谓语、宾语、多种状语(地点、伴随),第一句被动结构和第二句并列谓语、并列宾语提供了较丰富的成分划分练习点,适合巩固基本成分识别

"Our support structure was more like: 'You are going to get through Yale; you are going to do well,'" he said, hinting at mentors(导师), staff, and professors who all provided significant support for students who lacked confidence about "belonging" at such a top institution.

0段, 第1句

直接引语 + he said 是经典新闻和记叙文句式; 限制性定语从句修饰人物、两层 who 从句嵌套在四六级和考研阅读中高频出现; hinting 分词短语作状语也是常考结构; 掌握本句后可大量迁移到真题中的类似长句, 代表性强

HIGH-FREQUENCY • 真题高频词

本篇出现的 130 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。

rate

A2

n. 速度

本篇12次 · 真题 121 句

graduation

B1

n. 毕业

本篇9次 · 真题 22 句

support

A2

v. 支持

本篇8次 · 真题 103 句

institution

B2

n. 机构

本篇7次 · 真题 52 句

elite

C1

n. 精英

本篇6次 · 真题 37 句

graduate

B1

n. 毕业生

本篇5次 · 真题 82 句

tend

B1

v. 倾向于, 往往会

本篇4次 · 真题 170 句

peer

B2

n. 同龄人

本篇4次 · 真题 62 句

campus B1

n. (大学或学院的) 校园

本篇4次 · 真题 40 句

resource B1

n. 资源

本篇3次 · 真题 119 句

lack B1

v. 缺少

本篇3次 · 真题 89 句

financial B2

adj. 财政的

本篇3次 · 真题 79 句

organization B1

n. 组织

本篇3次 · 真题 73 句

significant B2

adj. 重要的

本篇3次 · 真题 65 句

specific B2

adj. 具体的

本篇3次 · 真题 59 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇2次 · 真题 182 句

data B1

n. 数据

本篇2次 · 真题 181 句

opportunity B1

n. 机会

本篇2次 · 真题 115 句

least A2

det. 最少的

本篇2次 · 真题 98 句

despite B1

prep. 尽管

本篇2次 · 真题 77 句

realize B1

v. 意识到, 认识到

本篇2次 · 真题 64 句

overall B1

adj. 总体的

本篇2次 · 真题 58 句

launch B1

v. 推出

本篇2次 · 真题 56 句

option B1

n. 选择

本篇2次 · 真题 48 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇2次 · 真题 46 句

marketing B1

n. 营销

本篇2次 · 真题 45 句

represent B1

v. 代表

本篇2次 · 真题 45 句

executive B2

n. 主管;经理;管理人员

本篇2次 · 真题 32 句

federal B2

adj. 联邦 (制) 的

本篇2次 · 真题 29 句

typically B1

adv. 通常, 一般

本篇2次 · 真题 26 句

apart B1

adv. 分开地

本篇2次 · 真题 22 句

percentage B1

n. 百分比, 百分率

本篇2次 · 真题 21 句

burden B2

n. 负担

本篇2次 · 真题 19 句

incredibly B2

adv. 极其, 非常 (表示程度)

本篇2次 · 真题 15 句

grant B2

v. 授予

本篇2次 · 真题 14 句

distribute B2

v. 分发

本篇2次 · 真题 9 句

enroll B2

v. 注册

本篇2次 · 真题 9 句

likely A2

adj. 很可能的

本篇1次 · 真题 228 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 167 句

community B1

n. 社区

本篇1次 · 真题 163 句

issue

B1

n. 问题

本篇1次·真题 158 句

online

A2

adj. 在线的

本篇1次·真题 139 句

process

B1

n. 过程

本篇1次·真题 126 句

challenge

B1

n. 挑战

本篇1次·真题 119 句

simply

B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

professor

B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 112 句

academic

B2

adj. 学术的

本篇1次·真题 104 句

access

B1

n. 进入

本篇1次·真题 101 句

gain

B1

v. 获得; 赢得

本篇1次·真题 96 句

type

A2

n. 类型

本篇1次·真题 84 句

understanding

B1

n. 理解; 领悟

本篇1次·真题 84 句

identify

B1

v. 识别

本篇1次·真题 75 句

cultural

B1

adj. 文化的

本篇1次·真题 68 句

variety

B1

n. 多样化

本篇1次·真题 66 句

apply

A2

v. 申请

本篇1次·真题 63 句

available

A2

adj. 可获得的

本篇1次·真题 63 句

importance B1

n. 重要性

本篇1次·真题 60 句

reality B1

n. 现实

本篇1次·真题 57 句

credit B1

n. 赊购, 赊账

本篇1次·真题 54 句

gap B1

n. 间隙

本篇1次·真题 54 句

struggle B1

v. 奋斗

本篇1次·真题 54 句

particular B2

adj. 特定的

本篇1次·真题 52 句

senior B1

adj. 级别高的

本篇1次·真题 52 句

majority B2

n. 大多数, 大部分

本篇1次·真题 51 句

range B1

n. 范围

本篇1次·真题 50 句

track A2

n. 小路

本篇1次·真题 48 句

indicate B2

v. 表明

本篇1次·真题 46 句

staff B1

n. 全体员工

本篇1次·真题 44 句

completely B1

adv. 完全地

本篇1次·真题 43 句

schedule A2

n. 时间表

本篇1次·真题 41 句

outcome B2

n. 结果

本篇1次·真题 40 句

release B1

v. 释放

本篇1次·真题 38 句

loan B1

n. 贷款

本篇1次·真题 37 句

instance B2

n. 例子

本篇1次·真题 35 句

structure B1

n. 结构

本篇1次·真题 35 句

ultimately B2

adv. 最终/终归

本篇1次·真题 34 句

aid B1

n. 帮助

本篇1次·真题 31 句

necessarily B2

adv. 必然地

本篇1次·真题 30 句

broad B1

adj. 宽阔的

本篇1次·真题 29 句

confidence B1

n. 信心

本篇1次·真题 28 句

extent B2

n. 程度

本篇1次·真题 28 句

familiar B1

adj. 熟悉的

本篇1次·真题 28 句

truly B1

adv. 真正地

本篇1次·真题 28 句

thrive B2

v. 茁壮成长

本篇1次·真题 27 句

accessible B2

adj. 可到达的

本篇1次·真题 25 句

initiative B2

n. 主动性

本篇1次·真题 25 句

statistic B2

n. 统计数字

本篇1次·真题 25 句

successfully B1

adv. 成功地

本篇1次·真题 24 句

attach B1

v. 贴上;系上;附上

本篇1次·真题23句

attribute B2

n. 属性

本篇1次·真题23句

select B1

v. 选择, 挑选

本篇1次·真题23句

admit B1

v. 承认 (事实、错误等)

本篇1次·真题22句

challenging B2

adj. 有挑战性的

本篇1次·真题22句

aside B1

adv. 在旁边;到旁边

本篇1次·真题20句

involved B1

adj. 参与的

本篇1次·真题20句

reliable B1

adj. 可靠的

本篇1次·真题20句

bar A2

n. 酒吧

本篇1次·真题19句

mere B2

adj. 仅仅的

本篇1次·真题19句

prompt B2

v. 促使

本篇1次·真题19句

unfortunately B1

adv. 不幸地

本篇1次·真题19句

specifically B2

adv. 明确地

本篇1次·真题18句

underestimate B2

v. 低估

本篇1次·真题18句

deserve B1

v. 应得

本篇1次·真题17句

locate B1

v. 找到;找出...的位置

本篇1次·真题16句

originally B1

adv. 起初

本篇1次·真题 16 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

suitable B1

adj. 合适的

本篇1次·真题 15 句

undergraduate B2

n. 大学本科生

本篇1次·真题 15 句

exact B2

adj. 精确的

本篇1次·真题 14 句

latter B2

det. 后者的

本篇1次·真题 14 句

minority B2

n. 少数

本篇1次·真题 13 句

navigate B2

v. 导航

本篇1次·真题 13 句

altogether B2

adv. 完全地

本篇1次·真题 12 句

array B2

n. 数组

本篇1次·真题 12 句

former B1

adj. 以前的, 从前的

本篇1次·真题 12 句

historically B2

adv. 从历史角度来看

本篇1次·真题 12 句

realistic B2

adj. 现实的

本篇1次·真题 12 句

worse A2

adj. 更糟的

本篇1次·真题 12 句

academically B2

adv. 在学业上

本篇1次·真题 11 句

outweigh C1

v. (重要性、价值等) 超过, 胜过

本篇1次 · 真题 11 句

selective B2

adj. 有选择性的

本篇1次 · 真题 11 句

resort B2

n. 度假胜地

本篇1次 · 真题 10 句

specialize B2

v. 专门从事

本篇1次 · 真题 10 句

transparent B2

adj. 透明的, 清澈的

本篇1次 · 真题 10 句

commuter B2

n. 通勤者

本篇1次 · 真题 9 句

complexity B2

n. 复杂性

本篇1次 · 真题 9 句

exception B2

n. 例外

本篇1次 · 真题 9 句

programming B1

n. 编程

本篇1次 · 真题 9 句

nonprofit B2

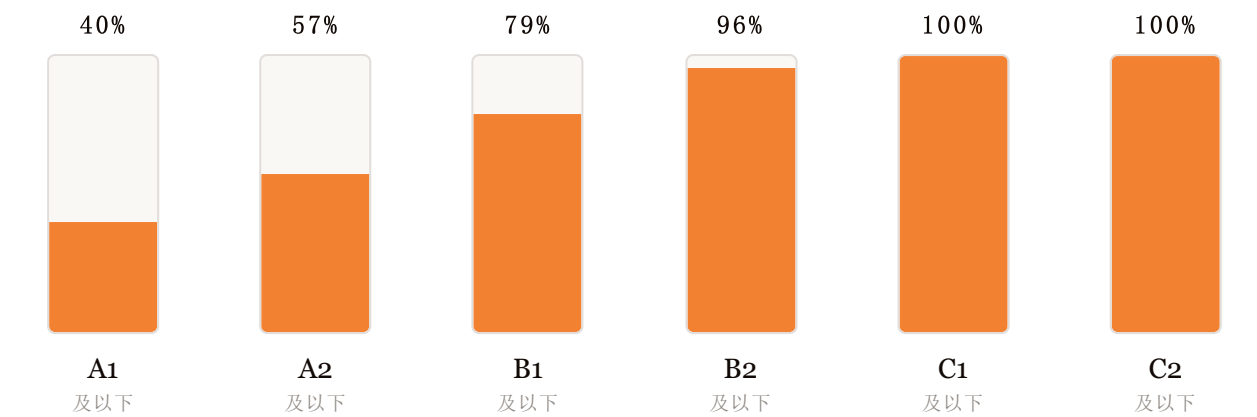
adj. 非营利的

本篇1次 · 真题 8 句

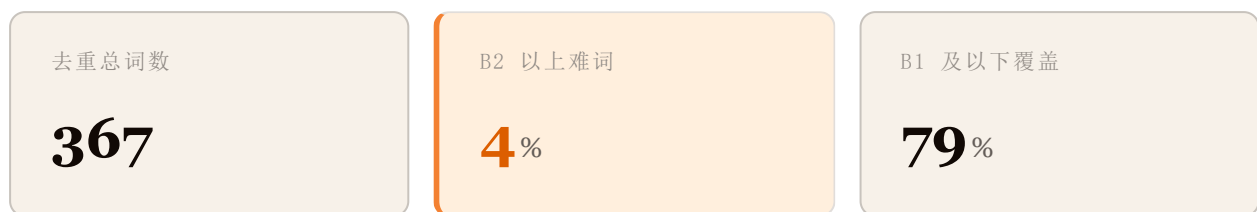
VOCABULARY · 词汇难度分布

全文 367 词按 CEFR 难度累积覆盖

全文去重后共 **367** 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 15 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 367 个 · 末柱为 100%



英语六级 2015年12月·第2套 · 全卷构成

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