

2017年6月·第2套 英语六级听力真题原文与答案解析

PAPER & KEY • 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2017年6月·第2套 英语六级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第2套(2017-06) • 六级

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

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1 W: Mr. Ishiguro, have you ever found one of your books at a second-hand bookstore?

W: Ishiguro先生,您有没有在二手书店发现过自己的书?

2 M: Yes. That kind of thing is difficult. If they've got my book there, I think, "Well, this is an insult! Somebody didn't want to keep my book!" But if it's not there, I feel it's an insult too. I think, "Why aren't people exchanging my book? Why isn't it in this store?"

M: 有的。那种情况挺难受的。如果他们那儿有我的书,我会想,"哎呀,这真是侮辱!有人不想留着我的书!"但如果没有,我也觉得受到了侮辱。我会想,"为什么没人转卖我的书?为什么这家店里没有?"

3 W: Does being a writer require a thick skin?

W: 当作家需要脸皮厚吗?

4 M: Yes, for example, my wife can be very harsh. I began working on my latest book, The Buried Giant, in 2004 but I stopped after I showed my wife a little section. She thought it was rubbish.

M: 是的,比如说,我妻子有时会非常严厉。我在2004年开始写最新的书《被掩埋的巨人》,但在我给妻子看了一小部分后就停笔了。她觉得那部分写得很糟糕。

5 W: Even after you won a Booker Prize?

W: 即使在您获得布克奖之后?

6 M: She's not intimidated at all and she criticizes me in exactly the same way she did when I was first unpublished and I was starting.

M: 她完全不怕我,批评我的方式跟我刚开始写作、还没出版时一模一样。

7 W: But you would never compromise on your vision.

W: 但您绝不会在自己的构想上妥协。

8 M: No, I wouldn't ever compromise on the essential, the ideas or the themes. This isn't really what my wife is trying to criticize me about. It's always about execution.

M: 不,我绝不会在本质的东西上妥协,比如想法或主题。这其实不是我妻子想批评我的地方。她总是针对执行层面。

9 W: So why did you put your book, The Buried Giant, aside for so long? Apparently you started working on it over 10 years ago.

W: 那您为什么把《被掩埋的巨人》搁置了那么久?显然您十多年前就开始写了。

10 M: I've often stopped writing a book and left it for a few years. And by the time I come back to it, it may have changed. Usually my imagination has moved on and I can think of different contexts or a different way to do it.

M: 我经常 would 停下一本书的写作,放上几年。等我回过头来时,它可能已经变了。通常我的想象力已经转移了,我能想到不同的背景或不同的处理方式。

11 W: What does it feel like when you finally finish a book?

W: 当您终于完成一本书时是什么感觉?

12 M: It's funny you ask that because I never have this moment when I feel, "Ah, I've finished!" I watch footballers at the end of the match, you know, the whistle goes and they've won or lost. Until then they've been giving everything they have and at that moment they know it's over. It's funny for an author. There's never a finishing whistle.

M: 你这么问挺有意思的,因为我从来没有过那种"啊,我完成了!"的时刻。你知道,我看足球运动员比赛结束时,哨声一响,他们赢了或输了。在那之前他们倾尽全力,而在那一刻他们知道结束了。对作家来说很有意思。永远不会有终场哨声。

1. A) He would feel insulted.
B) He would feel very sad.
C) He would be embarrassed.
D) He would be disappointed.

【题目】 How would the man feel if he found his book in a second-hand bookstore?

【翻译】 如果这个男人在二手书店发现了书,他会有什么感受?

- A) 他会感到被侮辱。 B) 他会感到非常难过。 C) 他会感到尴尬。 D) 他会感到失望。

【答案】 A (态度观点题) He would feel insulted.

【定位】 If they've got my book there, I think, "Well, this is an insult! Somebody didn't want to keep my book!"

如果他们那儿有我的书，我会想："嗯，这是一种侮辱！有人不想留着我的书！"

【信号】被问者的直接应答。女主持问到二手书店见到自己的书，男方（被采访者）开口应答 this is an insult，被问者的这句直接回应就是答案落点，听力对话题的答案几乎总在被问的那个人嘴里。

【替换】 this is an insult ↔ **He would feel insulted.**

名词转形容词

【排除】 B)

He would feel very sad. 听上去是合理的负面情绪，但录音里他说的是 this is an insult（被侮辱），从未提到 sad，是把"被侮辱"想当然换成了"悲伤"。

C)

He would be embarrassed. 的"尴尬"看似贴合"在二手店见到自己的书"的场景，但录音里他给的反应是 insult 而非 embarrassed，原文并无此情绪。

D)

He would be disappointed. 的"失望"同样是另起的情绪，录音中他的反应是被侮辱 (insult)，并未说失望，属于另换情绪的干扰。

2. A) They are worthy of a prize.

B) They are of little value.

C) They make good reading.

D) They need improvement.

【题目】 What does the man's wife think of his books?

【翻译】 这个男人的妻子如何看待他的书？

A) 它们值得获奖。 B) 它们没什么价值。 C) 它们适合阅读。 D) 它们需要改进。

【答案】 **D**（态度观点题） They need improvement.

【定位】 I began working on my latest book, The Buried Giant, in 2004 but I stopped after I showed my wife a little section. She thought it was rubbish.

我2004年开始写我最新的书《被掩埋的巨人》，但给妻子看了一小段后就停下了。她觉得那是垃圾。

【信号】 妻子的评价用词。男方转述妻子的看法时落在 She thought it was rubbish, rubbish 是带强烈贬义的评价词，这种评判性用词就是"问看法"题的答案信号。

【替换】 She thought it was rubbish ↔ **They need improvement.**

贬义概括为需改进

【排除】 A)

They are worthy of a prize. 是高度肯定，与妻子 rubbish 的强烈否定恰好相反；题中虽提到 Booker Prize，但那是他获过奖、并非妻子认为书“配得奖”，属把否定听成肯定。

借用原文：She thought it was rubbish

B)

They are of little value. (几乎没价值) 方向虽是贬义，但等于全盘否定整本书的价值；妻子批评的其实只是 It's always about execution. (写法、执行)，并非说书毫无价值，程度被夸大。

借用原文：It's always about execution.

C)

They make good reading. (很好读、好看) 是正面评价，与妻子说的 rubbish 完全相反，是把否定评价反向理解。

借用原文：She thought it was rubbish

3. A) He seldom writes a book straight through.

B) He writes several books simultaneously.

C) He draws on his real-life experiences.

D) He often turns to his wife for help.

【题目】 What does the man do when he engages in writing?

【翻译】 这个男人在写作时会做什么？

A) 他很少从头到尾一气呵成地写完一本书。 B) 他同时写好几本书。

C) 他借鉴自己的真实生活经历。 D) 他经常向妻子寻求帮助。

【答案】 A (细节题) He seldom writes a book straight through.

【定位】 I've often stopped writing a book and left it for a few years. And by the time I come back to it, it may have changed.

我常常会停下一本书的写作，把它搁置好几年。等我再回头去写时，它可能已经变了。

【信号】 频率词 often 领出习惯。 他用 I've often stopped writing a book and left it for a few years, 频率词 often + “停笔搁置几年”直接交代了写作习惯，这种描述常态做法的句子就是本题答案句。

【替换】 I've often stopped writing a book and left it for a few years ↔

He seldom writes a book straight through.

肯否转换说同一事

【排除】 B)

He writes several books simultaneously. 像是对"停一本写别的"的合理联想, 但录音只说他停下一本、搁置几年再回来 left it for a few years, 从没说同时写好几本, 是凭印象多推一步。

借用原文: left it for a few years

C)

He draws on his real-life experiences. 听起来很像作家常态, 但录音里他谈的是"停笔、搁置、回来再改"的流程, 全程没提从真实生活取材, 属未提及。

D) 原词陷阱

He often turns to his wife for help. 盗用了前文 my wife 这个原词, 但妻子在文中是批评他写法 (rubbish) 的人, 不是他写作时求助的对象, 把"妻子批评"偷换成"向妻子求助"。

借用原文: I showed my wife a little section

-
4. A) Writing a book is just like watching a football match.
B) Writers actually work every bit as hard as footballers.
C) He likes watching a football match after finishing a book.
D) Unlike a football match, there is no end to writing a book.

【题目】 What does the man want to say by mentioning the football match?

【翻译】 这个男人提到足球比赛想要表达什么?

- A) 写书就像看足球比赛。 B) 作家实际上和足球运动员一样努力工作。
C) 他喜欢在完成一本书后看足球比赛。 D) 与足球比赛不同, 写书没有尽头。

【答案】 D (推断题) Unlike a football match, there is no end to writing a book.

【定位】 I watch footballers at the end of the match... at that moment they know it's over. It's funny for an author. There's never a finishing whistle.

我看球员在比赛结束时.....那一刻他们知道结束了。对作家来说就很奇怪。(写作) 从来没有一声终场哨。

【信号】 对比后的落脚句。 他先讲球员有终场哨、知道比赛结束, 随即用 It's funny for an author. There's never a finishing whistle. 把话锋转到作家身上——这句对比后的落脚句才是他真正想说的, 是答案信号。

【替换】 There's never a finishing whistle ↔ **Unlike a football match, there is no end to writing a book.**

形象说法转直白

It's funny for an author ↔ **Unlike a football match**

对比关系对位

【排除】 A)

Writing a book is just like watching a football match. 盗用了 football match 原词，但他的本意恰是"写书与球赛不同"（没有终场哨），说成"就像看球赛"把对比关系弄反了。

借用原文：It's funny for an author

B)

Writers actually work every bit as hard as footballers. 借了 footballers 原词，并把话题引到"作家和球员一样辛苦"；但他对比的是"有没有终点"，根本没谈谁更辛苦，属另起话题。

借用原文：I watch footballers at the end of the match

C)

He likes watching a football match after finishing a book. 盗用 watch / football match 原词，编出"写完书爱看球"的个人爱好；录音里 watch footballers 只是打比方，他并未表达"完书后喜欢看球"。

借用原文：I watch footballers at the end of the match

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

1 W: According to a study of Race & Equity in Education, black athletes are dropping out of college across the country at alarming rates. With us to talk about the findings in the study is Washington Post columnist Kevin Blackstone. Good morning!

W: 根据一项关于教育中的种族与平等的研究，全国各地的黑人运动员正以惊人的速度从大学退学。今天和我们一起讨论这项研究结果的是《华盛顿邮报》专栏作家Kevin Blackstone。早上好!

2 M: Good morning. How are you?

M: 早上好。你好吗?

3 W: Fine, thank you. What is new that you found in this study?

W: 很好,谢谢。你在这项研究中发现了什么新内容?

4 M: Well, this is Shaun Harper's study. And he points out that on major college campuses across the country, black males make up less than 3 percent of undergraduate enrollments. Yet, when you look at their numbers or percentages on the revenue-generating sports teams of football and basketball, they make up well into 50-60 percent of those teams. So the idea is that they are really there to be part of the revenue-generating working class of athletes on campus and not necessarily there to be part of the educating class as most students in other groups are.

M: 嗯,这是Shaun Harper的研究。他指出,在全国各大学校园里,黑人男性占本科生入学人数的比例不到3%。然而,当你看他们在创收型运动队——橄榄球队和篮球队——中的人数或百分比时,他们占到了这些队伍的50%到60%。所以问题是,他们实际上是作为校园里创收型运动员工人阶级的一部分存在,而不一定是像其他群体的大多数学生那样作为受教育阶级的一部分。

5 W: Compared with other groups, I think the numbers in this group at those 65 schools are something like just barely more than half of the black male athletes graduate at all.

W: 与其他群体相比,我想这个群体在那65所学校的数据是,黑人男性运动员的毕业率只有刚过一半。

6 M: Exactly. And what's really bad about this is these athletes are supposedly promised at least one thing as reward for all their blood and sweat. And that is a college degree, which can be a transformative tool in our society when you talk about upward mobility. And that's really the troubling part about this.

M: 没错。这件事真正糟糕的地方在于,这些运动员理应至少得到一样东西,作为他们所有血汗的回报。那就是大学学位,当你谈到向上流动时,这在我们社会中可以是一个改变命运的工具。这才是这件事真正令人不安的部分。

7 W: Well, this has been talked about so much, really, in recent years. Why hasn't it changed?

W: 嗯,这个问题近年来真的被讨论得太多了。为什么还没有改变呢?

8 M: Well, I think one of the reasons it hasn't changed is because there is really no economic pressure to change this. All of the incentive is really on winning and not losing on the field or on the court. Coaches do not necessarily have the incentive to graduate players.

M: 嗯,我认为它没有改变的原因之一是因为真的没有经济压力来改变这一点。所有的激励机制实际上都在于场上或球场上的输赢。教练们不一定有让球员毕业的激励。

5. A) Achievements of black male athletes in college.

B) Financial assistance to black athletes in college.

C) High college dropout rates among black athletes.

D) Undergraduate enrollments of black athletes.

【题目】 What are the speakers talking about?

【翻译】 说话者在讨论什么?

A) 黑人男性运动员在大学中取得的成就。 B) 大学中对黑人运动员的经济资助。

C) 黑人运动员在大学中的高辍学率。 D) 黑人运动员的本科入学情况。

【答案】 C (主旨题) High college dropout rates among black athletes.

【定位】 According to a study of Race & Equity in Education, black athletes are dropping out of college across the country at alarming rates.

根据一项《教育中的种族与公平》研究,全国各地的黑人运动员正以惊人的比例从大学辍学。

【信号】 开头点题句。主持人开场第一句 black athletes are dropping out of college across the country at alarming rates 直接抛出全场议题——「黑人运动员高辍学率」,这是长对话最常见的「开头点题」信号,主旨就藏在起话题的第一句。

【替换】 dropping out of college across the country at alarming rates ↔

High college dropout rates among black athletes

动词短语转名词短语

【排除】 A) 与原文相反

Achievements (成就) 是正向, 而全段讲的是辍学、拿不到学位的负面问题, 方向完全相反, 全程无人谈他们的「成就」。

B) 原词陷阱

Financial assistance (经济资助) 借了后文 revenue-generating、economic pressure 等「钱」相关词制造耳熟, 但全段从未谈「给运动员经济资助」, 只谈他们替学校挣钱、却毕不了业。

借用原文: revenue-generating sports teams

D) 原词陷阱

Undergraduate enrollments 直接盗用录音原词 undergraduate enrollments, 听到原词极易误选; 但招生人数只是第 4 段用来对比的一个数据, 不是全场主题, 全场主题是「辍学/毕不了业」。

借用原文: black males make up less than 3 percent of undergraduate enrollments

-
6. A) They display great talent in every kind of game.
B) They are better at sports than at academic work.
C) They have difficulty finding money to complete their studies.
D) They make money for the college but often fail to earn a degree.

【题目】 What is the new finding about black male athletes in this study?

【翻译】 这项研究关于黑人男性运动员的新发现是什么?

- A) 他们在各种比赛中都展现出极大的天赋。 B) 他们更擅长体育运动而非学业。
C) 他们难以找到完成学业的资金。 D) 他们为大学赚钱, 但往往无法获得学位。

【答案】 D (细节题) They make money for the college but often fail to earn a degree.

【定位】 Yet, when you look at their numbers or percentages on the revenue-generating sports teams of football and basketball, they make up well into 50-60 percent of those teams. So the idea is that they are really there to be part of the revenue-generating working class of athletes on campus and not necessarily there to be part of the educating class.

然而, 看他们在足球、篮球这些创收球队上的人数或比例, 却高达那些球队的 50-60%。所以这个意思是, 他们其实是被当作校园里创收的「劳动者」运动员, 而不一定是像其他多数学生那样属于受教育的群体。

【信号】 转折 Yet 后是落点。 被问方先说招生占比不到 3%, 紧接一个转折信号 Yet, 转折之后才是研究的真正发现——他们在创收球队占 50-60%、是来「挣钱」而非「受教育」的。转折后那部分才是答案落点。

【替换】 revenue-generating sports teams ↔ **make money for the college**

术语转大白话

not necessarily there to be part of the educating class ↔ **often fail to earn a degree**

含蓄表达转明确结果

【排除】 A) 未提及

display great talent in every kind of game (在每种比赛都极有天赋) 录音从未说, 原文只提足球、篮球两类创收项目, every kind (每种) 属夸大杜撰。

B) 偷换概念

better at sports than at academic work (更擅长运动而非学业) 是常识刻板印象, 但录音说的是制度把他们当「劳动者」用、没给他们受教育机会, 并非他们「学习能力差」, 归因被偷换。

C) 原词陷阱

difficulty finding money to complete their studies (凑不出钱读完) 借了录音的「钱」氛围 (revenue、money) 制造耳熟, 但录音从没说他们缺钱读书, 恰恰相反——是他们替学校挣钱。盗词却把因果方向弄反。

借用原文: revenue-generating working class of athletes

7. A) About 15%.

B) Around 40%.

C) Slightly over 50%.

D) Approximately 70%.

【题目】 What is the graduation rate of black male athletes?

【翻译】 黑人男性运动员的毕业率是多少?

A) 大约15%。 B) 大约40%左右。 C) 略高于50%。 D) 大约70%。

【答案】 C (细节题) Slightly over 50%.

【定位】 Compared with other groups, I think the numbers in this group at those 65 schools are something like just barely more than half of the black male athletes graduate at all.

和其他群体相比, 我觉得这个群体在那 65 所学校的数字大概是——只有勉强过半的黑人男运动员最终能毕业。

【信号】 graduate 旁的比例词。答案数字不是直接念出百分号, 而是用文字描述 just barely more than half ... graduate (勉强过半才毕业)。锁定的信号是「比例词紧贴 graduate (毕业)」——题干问毕业率, 就抓 graduate 旁边那个量。

【替换】 just barely more than half ↔ **Slightly over 50%**

文字比例转百分数

【排除】 A) 答非所问

About 15% 没有原文依据，是用一个偏小的数迷惑；录音里偏小的数是 less than 3 percent（招生占比），但那不是毕业率，A 既非原数也非所问。

B) 与原文相反

Around 40% 把「勉强过半」往下挪到四成，just barely more than half 明确是「过半」，40% 是没过半，与原文程度不符。

借用原文：barely more than half

D) 原词陷阱

Approximately 70% 把毕业率抬到七成，与「勉强过半」相差甚远；录音里偏高的数是 50-60 percent（球队占比），D 既非该数也答非所问。

借用原文：50-60 percent of those teams

-
8. A) Coaches lack the incentive to graduate them.
B) College degrees do not count much to them.
C) They have little interest in academic work.
D) Schools do not deem it a serious problem.

【题目】 What accounts for black athletes' failure to obtain a college degree according to the man?

【翻译】 根据该男士的说法,黑人运动员未能获得大学学位的原因是什么?

- A) 教练缺乏让他们毕业的动力。 B) 大学学位对他们来说不太重要。
c) 他们对学业没有什么兴趣。 D) 学校不认为这是一个严重的问题。

【答案】 A（细节题） Coaches lack the incentive to graduate them.

【定位】 Well, I think one of the reasons it hasn't changed is because there is really no economic pressure to change this. All of the incentive is really on winning and not losing on the field or on the court. Coaches do not necessarily have the incentive to graduate players.

嗯，我觉得它之所以没改变，原因之一是确实没有经济上的压力去改变它。所有的激励都在赛场上赢球、别输球，教练并不一定有让球员毕业的动力。

【信号】 one of the reasons...because. 男士回答 why 时连用因果信号 one of the reasons it hasn't changed is because，明确引出原因；其后 Coaches do not necessarily have the incentive to graduate players 把责任落到「教练缺乏让球员毕业的动力」上，这是答案落点。

【替换】 Coaches do not necessarily have the incentive to graduate players ↔
Coaches lack the incentive to graduate them

近乎原句的同义改写

【排除】 B) 与原文相反

College degrees do not count much to them (学位对他们不值钱) 录音从未说; 男士恰恰强调学位是 a transformative tool (能改变命运的工具), 即学位很重要, 与 B 相反。

借用原文: a college degree, which can be a transformative tool

C) 偷换概念

They have little interest in academic work (学生对学业没兴趣) 是最符合刻板印象、最易误选的项, 但男士给的原因是「制度上没有经济压力、教练没动力」, 归因在制度/教练, 不在学生主观意愿。

D) 张冠李戴

Schools do not deem it a serious problem (学校不当回事) 盗用了录音 economic pressure、incentive 的「制度」氛围, 但男士把责任明确落在 coaches (教练), 不是 schools (学校), 把对象换了人。

借用原文: Coaches do not necessarily have the incentive to graduate players

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 9 to 12 are based on the passage you have just heard.

1 America's holiday shopping season starts on Black Friday, the day after Thanksgiving. It is the busiest shopping day of the year. Retailers make the most money this time of year, about 20 to 30 percent of annual revenue. About 136 million people will shop during the Thanksgiving Holiday weekend.

美国的假日购物季从黑色星期五开始, 即感恩节后的第二天。这是一年中最繁忙的购物日。零售商在这段时间赚取最多的钱, 约占年收入的20%到30%。约有1.36亿人将在感恩节假日周末购物。

2 More and more will shop online. In an era of instant information, shoppers can use their mobile phones to find deals. About 183.8 million people will shop on Cyber Monday, the first Monday after Thanksgiving. More than half of all holiday purchases will be made online. One in five Americans will use a tablet or smartphone. Online spending on Black Friday will rise 15 percent to hit \$2.7 billion this year. Cyber Monday spending will increase 12 percent to \$3 billion.

越来越多的人将在线购物。在即时信息时代, 购物者可以使用手机寻找优惠。约有1.838亿人将在网络星期一购物, 即感恩节后的第一个星期一。超过一半的假日购物将在线完成。五分之一的美国人将使用平板电脑或智能手机。黑色星期五的在线支出将增长15%, 今年将达到27亿美元。网络星期一的支出将增长12%, 达到30亿美元。

3 For many, shopping online was "a more comfortable alternative" than crowded malls. The shift to online shopping has had a big impact on traditional shopping malls. Since 2010, more than 24 shopping malls have closed and an additional 60 are struggling. However, Fortune says the weakest of the malls

have closed. The sector is thriving again. The International Council of Shopping Centers said 94.2 percent of malls were full, or occupied with shops by the end of 2014. That is the highest level in 27 years. Economist Gus Faucher said lower unemployment and rising wages could give Americans more money to spend. The average American consumer will spend about \$805 on gifts. That's about \$630.5 billion between November and December—an increase of 3.7 percent from last year.

对许多人来说,在线购物是比拥挤的购物中心"更舒适的选择"。向在线购物的转变对传统购物中心产生了巨大影响。自2010年以来,超过24家购物中心关闭,另有60家陷入困境。然而,《财富》杂志称最弱的购物中心已经关闭。该行业再次蓬勃发展。国际购物中心协会表示,到2014年底,94.2%的购物中心已满租或有商店入驻。这是27年来的最高水平。经济学家Gus Faucher表示,失业率下降和工资上涨可能会让美国人有更多钱消费。美国消费者平均将花费约805美元购买礼物。这相当于11月至12月之间约6305亿美元——比去年增长3.7%。

9. A) Marketing strategies.
B) Holiday shopping.
C) Shopping malls.
D) Online stores.

【题目】 What is the speaker mainly talking about?

【翻译】 说话者主要在谈论什么?

A) 营销策略。 B) 假日购物。 C) 购物中心。 D) 网上商店。

【答案】 B (主旨题) Holiday shopping.

【定位】 America's holiday shopping season starts on Black Friday, the day after Thanksgiving. It is the busiest shopping day of the year.

美国的节日购物季从黑色星期五开始,即感恩节后的第二天。这是一年中最繁忙的购物日。

【信号】 开头点题句。录音第一句 America's holiday shopping season starts on Black Friday 开门见山点出 holiday shopping season, 是篇章独白典型的开头点题; 随后全文从黑五、网络星期一到商场、消费, 始终绕着节日购物展开, 主旨即在此。

【替换】 America's holiday shopping season ↔ **Holiday shopping.**

原话即话题词

【排除】 A) **未提及**

Marketing strategies. 营销策略, 录音通篇讲消费数据与商场处境, 从未谈商家如何营销, 属凭话题想当然添加的内容。

C) **原词陷阱**

Shopping malls. 只是第三段重点谈的一个侧面, 录音确实念到 traditional shopping malls, 但它罩不住前两段的购物季与网购, 拿局部当主旨。

D) **原词陷阱**

Online stores. 网店只是第二段的话题, 录音说 More and more will shop online, 但它同样只覆盖一段, 无法概括全篇的节日购物主题。

-
10. A) About 50% of holiday shoppers.
B) About 20-30% of holiday shoppers.
C) About 136 million.
D) About 183.8 million.

【题目】 How many people will shop on Cyber Monday?

【翻译】 有多少人会在网络星期一购物?

- A) 约占假日购物者的50%。 B) 约占假日购物者的20-30%。 C) 约1.36亿。
D) 约1.838亿。

【答案】 D (细节题) About 183.8 million.

【定位】 About 183.8 million people will shop on Cyber Monday, the first Monday after Thanksgiving.

大约有1.838亿人会在网络星期一购物，即感恩节后的第一个星期一。

【信号】 数字紧贴对象词。答案句把数字直接系在对象上：183.8 million people will shop on Cyber Monday, 数值 183.8 million 与题干所问的 Cyber Monday 同句出现，这种数字加专有时点的搭配就是定位信号。

【替换】 183.8 million people will shop on Cyber Monday ↔ **About 183.8 million.**

数字精确对应

【排除】 A) 偷换概念

About 50% of holiday shoppers. 借了录音里 More than half of all holiday purchases (超过一半网购) 的一半之意，但那说的是网购占比，不是 Cyber Monday 的购物人数，量纲都不对。

B) 原词陷阱

About 20-30% of holiday shoppers. 盗用第一段 about 20 to 30 percent of annual revenue 的数字，但那是零售商的年收入占比，既非人数也不属 Cyber Monday，安错了对象。

C) 原词陷阱

About 136 million. 取自第一段 About 136 million people will shop during the Thanksgiving Holiday weekend, 是感恩节周末的人数，不是题干所问的 Cyber Monday, 对象错位。

-
11. A) They have fewer customers.
B) They find it hard to survive.
C) They are thriving once more.
D) They appeal to elderly customers.

【题目】 What does Fortune say about traditional shopping malls?

【翻译】《财富》杂志对传统购物中心有何评价？

- A) 它们的顾客更少了。 B) 它们发现难以生存。 C) 它们再次兴旺起来。
D) 它们吸引老年顾客。

【答案】C (细节题) They are thriving once more.

【定位】However, Fortune says the weakest of the malls have closed. The sector is thriving again.

然而，《财富》杂志称，最弱的那些商场已经关门，该行业正在重新繁荣。

【信号】转折However加出处。答案句以 However 起头，扭转前文 more than 24 shopping malls have closed 的衰败叙述，紧跟出处 Fortune says 后给出结论 the sector is thriving again——转折词加点名出处，正是答案句的双重信号。

【替换】The sector is thriving again. ↔ They are thriving once more.
again等于once more

【排除】A) 未提及

They have fewer customers. 顾客减少，录音并未说 Fortune 这样讲，且与转折后的 thriving 结论矛盾，是按对网购冲击的印象想当然填的。

B) 与原文相反

They find it hard to survive. 难以生存，对应的是转折前 an additional 60 are struggling 的困境描述，但那不是 Fortune 的结论，Fortune 说的是 However 之后的回暖。

D) 未提及

They appeal to elderly customers. 吸引老年顾客，录音通篇没提任何年龄群体，是凭空添加的内容。

12. A) Better quality of consumer goods.

B) Higher employment and wages.

C) Greater varieties of commodities.

D) People having more leisure time.

【题目】What is said to account for the increased number of shoppers?

【翻译】据说什么原因导致了购物者数量的增加？

- A) 消费品质量更好。 B) 就业率和工资更高。 C) 商品种类更多。
D) 人们有更多闲暇时间。

【答案】B (细节题) Higher employment and wages.

【定位】Economist Gus Faucher said lower unemployment and rising wages could give Americans more money to spend.

经济学家古斯·福彻表示，失业率下降和工资上涨可能让美国人有更多的钱可花。

【信号】 **could give**因果句。答案句由经济学家给出，含因果结构 **could give Americans more money to spend**，把 **lower unemployment and rising wages** 设为让人有更多钱花、从而多购物的原因，**could give** 就是因果信号。

【替换】 **lower unemployment and rising wages** ↔ **Higher employment and wages.**
失业降即就业升

【排除】 A) **未提及**

Better quality of consumer goods. 商品质量更好，听上去像合理购物理由，但录音的因果句只谈就业与工资，从未提商品质量。

C) **未提及**

Greater varieties of commodities. 商品种类更多，同样是个看似合理的购物诱因，但录音因果句里没有这层意思。

D) **未提及**

People having more leisure time. 闲暇变多，是关于消费增加最常见的想当然解释，但录音明确把原因归于就业和工资，未提闲暇。

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

1 For years, many of us have relied on antibiotic use to treat various infections. And the reality is that antibiotics have been responsible for saving millions of lives since penicillin, one of the earliest antibiotics, was first used on a clinical basis 70 years ago.

多年来,我们许多人依靠使用抗生素来治疗各种感染。事实上,自从青霉素这种最早的抗生素之一在70年前首次用于临床以来,抗生素已经挽救了数百万人的生命。

2 However, today is a new era in which taking antibiotics can cause some very dangerous and potentially life-threatening situations. In fact, you may have heard about the new "superbugs", which are antibiotic-resistant bacteria that have developed as a result of overprescribed antibiotics. In the past, health experts warned us that the day would come in which it would become very difficult to provide medical care for even common problems, such as lung infection or severe sore throat. And, apparently, that day has come because seemingly routine operations such as knee replacements are now much more hazardous due to the looming threat of these infections.

然而,今天是一个新时代,在这个时代,使用抗生素可能会导致一些非常危险且可能危及生命的情况。事实上,你可能听说过新出现的"超级细菌",这是由于抗生素过度处方而产生的耐药细菌。过去,健康专家警告我们,总有一天,即使是肺部感染或严重咽喉痛等常见问题,也会变得很难提供医疗护理。显然,那一天已经到来,因为像膝关节置换这样看似常规的手术,现在由于这些感染的潜在威胁而变得更加危险。

3 The problem has grown into such epidemic proportions that this severe strain of resistant bacteria is being blamed for nearly 700,000 deaths each year throughout the world, and, unfortunately, health experts worry that the number will rise to 10 million or more on a yearly basis by 2050.

这个问题已经发展到如此严重的流行病规模,以至于这种严重的耐药菌株每年在全世界造成近70万人死亡,不幸的是,健康专家担心到2050年,这一数字将以每年1000万或更多的速度上升。

4 With such a large life-threatening epidemic, it is sad to say that only 1.2 percent of budgetary money for the National Institutes of Health is currently being spent on research to tackle this problem. This is a far cry from the funds necessary for a problem of such magnitude.

面对如此大规模的危及生命的流行病,令人遗憾的是,美国国立卫生研究院目前仅将1.2%的预算资金用于解决这一问题的研究。这与如此严重问题所需的资金相去甚远。

13. A) They are new species of big insects.
B) They are overprescribed antibiotics.
C) They are life-threatening diseases.
D) They are antibiotic-resistant bacteria.

【题目】 What do we learn about the "superbugs"?

【翻译】 关于"超级细菌"我们了解到什么?

- A) 它们是大型昆虫的新物种。 B) 它们是过度开处方的抗生素。
C) 它们是危及生命的疾病。 D) 它们是具有抗生素耐药性的细菌。

【答案】 D (细节题) They are antibiotic-resistant bacteria.

【定位】 In fact, you may have heard about the new "superbugs", which are antibiotic-resistant bacteria that have developed as a result of overprescribed antibiotics.

事实上, 你可能听说过新出现的"超级细菌", 它们就是因抗生素被过度开具而产生的耐药细菌。

【信号】 which are 定义结构。答案信号是定语从句的定义结构 which are antibiotic-resistant bacteria——superbugs 后面紧跟 which are, 直接给出它的身份, 这种'名词 + which are + 解释'就是定义题的落点。

【替换】 which are antibiotic-resistant bacteria ↔ They are antibiotic-resistant bacteria.

定语从句改写为独立陈述句

【排除】 A) 未提及

They are new species of big insects. 把 superbugs 里的 bug 望文生义当成昆虫，但录音明确说是 antibiotic-resistant bacteria（细菌），从未提‘昆虫/新物种’，纯属对 bug 一词的误解。

B) 原词陷阱

They are overprescribed antibiotics. 借用了答案句里的原词 overprescribed antibiotics，听到这个词很想选；但录音说耐药菌是‘因抗生素被过度开具 as a result of overprescribed antibiotics’而产生，过度开具是原因，superbugs 本身是细菌、不是‘被过度开具的抗生素’，混淆了原因与对象。

借用原文：as a result of overprescribed antibiotics

C) 偷换概念

They are life-threatening diseases. 借了录音里的原词 life-threatening situations，但录音说的是吃抗生素可能带来‘威胁生命的处境’，而 superbugs 本身是细菌，不是‘危及生命的疾病’；细菌与疾病是两个概念，被偷换了。

借用原文：life-threatening situations

14. A) Antibiotics are now in short supply.

B) Many infections are no longer curable.

C) Large amounts of tax money are wasted.

D) Routine operations have become complex.

【题目】 What is the result of the overuse of antibiotics?

【翻译】 过度使用抗生素的结果是什么？

A) 抗生素现在供应短缺。 B) 许多感染不再能够治愈。 C) 大量税款被浪费。

D) 常规手术变得复杂。

【答案】 D (细节题) Routine operations have become complex.

【定位】 And, apparently, that day has come because seemingly routine operations such as knee replacements are now much more hazardous due to the looming threat of these infections.

而且，那一天显然已经到来，因为像膝关节置换这类看似常规的手术，如今由于这些感染步步逼近的威胁而变得危险得多。

【信号】 now 表前后变化的结果。答案信号是表状态变化的 routine operations such as knee replacements are now much more hazardous 中的 now（如今……）——它点出常规手术‘现在’变得更危险，这种‘now + 变化’正是抗生素滥用带来的结果落点。

【替换】 seemingly routine operations such as knee replacements are now much more hazardous ↔

Routine operations have become complex.

common/routine 操作的负面变化对接

【排除】 A) 与原文相反

Antibiotics are now in short supply. 说抗生素供应短缺，但录音通篇讲的是抗生素被'过度使用'导致耐药，从未提供应量不足；'短缺'与'滥用'方向恰恰相反。

借用原文：overprescribed antibiotics

B) 过度推断

Many infections are no longer curable. 借了录音里的原词 these infections，听感很贴；但录音只说提供医疗变得'很困难 very difficult'、手术更危险，并未说'许多感染再也无法治愈 no longer curable'，把'更难治'夸大成了'治不了'。

借用原文：it would become very difficult to provide medical care

C) 答非所问

Large amounts of tax money are wasted. 听起来像录音末段的钱事，但末段说的是研究经费'投入不足 only 1.2 percent'，是'钱花得太少'，并非'税款被浪费'；而且那是讲'解决问题需要什么'，不是'滥用抗生素的结果'，把第15题的内容错接到本题上。

借用原文：only 1.2 percent of budgetary money

15. A) Facilities.

B) Expertise.

C) Money.

D) Publicity.

【题目】 What is most urgently needed for tackling the large life-threatening epidemic, according to the speaker?

【翻译】 根据讲话者所说，应对大规模危及生命的流行病最迫切需要什么？

A) 设施。 B) 专业知识。 C) 资金。 D) 宣传。

【答案】 C (细节题) Money.

【定位】 With such a large life-threatening epidemic, it is sad to say that only 1.2 percent of budgetary money for the National Institutes of Health is currently being spent on research to tackle this problem. This is a far cry from the funds necessary for a problem of such magnitude.

面对如此大规模、危及生命的流行病，遗憾的是，美国国立卫生研究院目前只把1.2%的预算用于研究以应对这一问题。这与解决如此严重问题所需的资金相差甚远。

【信号】 only + a far cry 表资金严重不足。 答案信号是表'严重不足'的两处：only 1.2 percent of budgetary money 的 only (仅仅1.2%) 与 This is a far cry from the funds necessary 的 a far cry from (相差甚远)；既然钱被反复说成远远不够，那'最迫切需要的'自然就是钱。

【替换】 the funds necessary for a problem of such magnitude ↔ **Money**
funds 上位概括为 Money

【排除】 A) 未提及

Facilities (设施) 听起来像医疗领域常需的资源, 但录音谈的全是研究'经费/资金'不足, 从未提到设施或场地短缺, 属凭话题联想硬填。

B) 未提及

Expertise (专业知识/人才) 和资金同属'解决难题所需资源'、最易混; 但录音只点出 only 1.2 percent of budgetary money 这类钱的不足, 对专业人才是否短缺只字未提, 无依据。

D) 未提及

Publicity (宣传/公众关注) 与录音内容毫无对应, 全篇讲的是科研经费占比太低, 从未提到宣传不足, 属无中生有。

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 This is the reason you are here in a university. You are here to be educated. You are here to understand thinking better and to think better yourself. It isn't a chance you're going to have throughout your lifetime. For the next few years, you have a chance to focus on thinking.

这就是你在大学里的原因。你在这里接受教育。你在这里更好地理解思考, 并让自己思考得更好。这不是你一生中都会拥有的机会。在接下来的几年里, 你有机会专注于思考。

2 I think about some of the students who took advantage of their opportunities in a university. One of the stories I always like to tell is of a freshman seminar that I had a chance to teach at Harvard when I was president of the university. I taught a seminar on globalization and I assigned a reading that I had written about global capital flows. And as I did each week, I asked one of the students to introduce the readings. And this young man, in October of his freshman year, said something like the following. "The reading by President Summers on the flow of capital across countries, it was kind of interesting, but the data did not come close to supporting the conclusions." And I thought to myself, "What a fantastic thing this was! How could somebody who had been there for five weeks tell the person who had the title 'President' that he didn't really know what he was talking about?" And it was a special moment.

我想到一些在大学里充分利用机会的学生。我总是喜欢讲的一个故事是关于我在担任Harvard校长时有机会教授的一门新生研讨课。我教授了一门关于全球化的研讨课, 并布置了一篇我写的关于全球资本流动的文章作为阅读材料。像每周一样, 我请一位学生来介绍阅读材料。这位年轻人在他大一的十月份说了这样的话: "Summers校长关于资本跨国流动的文章, 挺有意思的, 但数据根本不足以支持结论。"我心想: "这真是太棒了! 一个才来了五周的人怎么能告诉一个头衔是'校长'的人, 他其实不太知道自己在说什么?" 那是一个特别的时刻。

3 Now, I don't want to be misunderstood. I explained to my student that I actually thought he was rather more confused than I was and I argued back, but what was really important about that was the universities stand out as places that really are about the authority of ideas. You see it in faculty members who are pleased when their students make a discovery that undermines a cherished theory that they had put forward.

现在，我不想被误解。我向我的学生解释说，我实际上认为他比我更困惑，我进行了反驳，但真正重要的是，大学作为真正关乎思想权威的地方而脱颖而出。你可以在那些当学生做出推翻他们提出的珍视理论的发现时感到高兴的教师身上看到这一点。

4 I think of another student I had who came to me one morning, one evening actually, walked into my office and said that I had written a pretty good paper, but that it had five important mistakes and that he wanted a job. You could debate whether they actually were mistakes, but you couldn't debate that young man's hunger to learn. You could not debate that this young man was someone who wanted to make a difference in economics and he is today a professor of economics. And his works are more cited as an economist than any other economist in the world.

我想到另一个学生，他有一天早上，实际上是一天晚上，走进我的办公室，说我写了一篇相当不错的论文，但有五个重要错误，他想要一份工作。你可以争论它们是否真的是错误，但你无法争论那个年轻人对学习的渴望。你无法争论这个年轻人是一个想在经济学领域有所作为的人。他今天是一位经济学教授。作为经济学家，他的著作被引用次数超过世界上任何其他经济学家。

16. A) It is accessible only to the talented.
B) It improves students' ability to think.
C) It starts a lifelong learning process.
D) It gives birth to many eminent scholars.

【题目】 What does the speaker say about a university?

【翻译】 说话者对大学有何评价？

- A) 它只向有才能的人开放。 B) 它提高学生的思考能力。
C) 它开启了一个终身学习的过程。 D) 它孕育了许多杰出学者。

【答案】 B (细节题) It improves students' ability to think.

【定位】 You are here to understand thinking better and to think better yourself. ... For the next few years, you have a chance to focus on thinking.

你来这里是为了更好地理解思考，也让自己思考得更好。.....在接下来的几年里，你有机会专注于思考。

【信号】 反复强调 **thinking**。开篇连续出现 to understand thinking better and to think better yourself 与 a chance to focus on thinking，同一个词被反复强调，正是说话人对大学价值的核心定调，这种重复就是答案信号。

【替换】 to understand thinking better and to think better yourself ↔ **improves students' ability to think**
动词化概括同义

【排除】 A) 未提及

录音说你们来这里就是为了受教育，面向全体学生，从未说大学只对有天赋的人开放，only to the talented 的 only 是凭空加上的范围限制。

C) 与原文相反

选项说大学开启终身学习，但录音明确讲 It isn't a chance you're going to have throughout your lifetime.——这是一生中难得、并非贯穿终身的机会，C 恰好说反了。

借用原文：It isn't a chance you're going to have throughout your lifetime.

D) 过度推断

后文确实提到一位学生今日成了被引用最多的经济学家，但那是单个例子；It gives birth to many eminent scholars. 把个例夸大成大学批量培养名家，并非说话人对大学的定调。

借用原文：his works are more cited as an economist than any other economist in the world

17. A) They encourage academic democracy.

B) They promote globalization.

C) They uphold the presidents' authority.

D) They protect students' rights.

【题目】 What do we learn from the speaker's stories about universities?

【翻译】 我们从说话者关于大学的故事中了解到什么？

A) 它们鼓励学术民主。 B) 它们促进全球化。 C) 它们维护校长的权威。

D) 它们保护学生的权利。

【答案】 A (细节题) They encourage academic democracy.

【定位】 what was really important about that was the universities stand out as places that really are about the authority of ideas. You see it in faculty members who are pleased when their students make a discovery that undermines a cherished theory that they had put forward.

这件事真正重要的地方在于，大学之所以与众不同，正因为它讲的是「思想的权威」。你能在那些老师身上看到这一点：当学生的发现推翻了他们曾珍视并提出的理论时，他们反而感到高兴。

【信号】 what was really important 点题。what was really important about that was 是说话人把故事拔高成结论的强调句，紧随其后的 the authority of ideas 就是他要归纳的大学特点，这种「真正重要的是...」信号词后面才是落点。

【替换】 the authority of ideas ↔ academic democracy

概念同义转写

students make a discovery that undermines a cherished theory ↔ encourage academic democracy

具体场景印证抽象词

【排除】 B) 原词陷阱

录音里说话人确实讲过开了一门关于全球化的研讨课 I taught a seminar on globalization, 但那只是故事背景, 本题归纳的特点是思想的权威, 与推动全球化无关, B 是听到 globalization 就想选的陷阱。

借用原文: I taught a seminar on globalization

C) 与原文相反

选项说大学维护校长权威, 但故事恰恰是大一新生当面指出校长论文站不住脚、说话人还大加赞赏, 强调的是 the authority of ideas (思想的权威) 而非头衔权威, C 把核心说反了。

借用原文: the authority of ideas

D) 未提及

保护学生权益 (rights) 在整段故事里从未出现, 录音谈的是学生敢质疑、老师乐于被推翻, 与权益保护无关, They protect students' rights. 属凭空添加。

-
18. A) His thirst for knowledge.
B) His eagerness to find a job.
C) His contempt for authority.
D) His potential for leadership.

【题目】 What does the speaker see in the young man who challenged his paper?

【翻译】 说话者从那位质疑他论文的年轻人身上看到了什么?

- A) 他对知识的渴求。 B) 他找工作的迫切心情。 C) 他对权威的蔑视。
D) 他的领导潜力。

【答案】 A (细节题) His thirst for knowledge.

【定位】 You could debate whether they actually were mistakes, but you couldn't debate that young man's hunger to learn.

你可以争论那些到底是不是错误, 但你无法否认那个年轻人对学习的渴望。

【信号】 but 后的强调否定句。 but you couldn't debate that young man's hunger to learn 用「你无法否认...」这一转折后的强调句, 把说话人真正看重的品质拎了出来, but + couldn't debate 就是答案信号, 前半句只是铺垫。

【替换】 that young man's hunger to learn ↔ **His thirst for knowledge.**

比喻同义替换

【排除】 B) 原词陷阱

年轻人确实说过 he wanted a job, B 的 find a job 就盗用了这个原词; 但说话人看重的是他求学的渴望, 要工作只是表面情节, 并非说话人「看到」的品质, 属听到原词就想选的陷阱。

借用原文: he wanted a job

C) 与原文相反

年轻人指出论文有错、敢于挑战, 但说话人对此是欣赏(赞其求学之渴), 并非说他蔑视权威; His contempt for authority. 把敢质疑曲解成贬义的蔑视, 与说话人态度相反。

借用原文: you couldn't debate that young man's hunger to learn

D) 未提及

说话人夸的是这个年轻人的求学渴望, 以及他后来成了被引用最多的经济学家, 从未提到领导潜质, His potential for leadership. 在录音里没有依据。

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

1 Psychological research shows we consistently underestimate our mental powers. If you think this does not apply to you, then here is a simple test to show you are wrong. Write down the names of all the American states you can remember. Put the list away and then set yourself the same task a week later. Provided you have not cheated by consulting an atlas, you will notice something rather surprising. The two lists will contain roughly the same number of states, but they will not be identical. Some names will have slipped away, but others will have replaced them. This suggests that somewhere in your mind you may well have a record of virtually every state. So it is not really your memory letting you down; just your ability to retrieve information from it.

心理学研究表明, 我们总是低估自己的心智能力。如果你认为这不适用于你, 那么这里有一个简单的测试来证明你错了。写下你能记住的所有美国州名。把列表收起来, 然后一周后给自己设定同样的任务。如果你没有通过查阅地图册作弊, 你会注意到一些相当令人惊讶的事情。这两份列表将包含大致相同数量的州, 但它们不会完全相同。一些名字会消失, 但其他名字会取而代之。这表明在你的头脑中某处, 你很可能对几乎每个州都有记录。所以真正让你失望的不是你的记忆力, 而只是你从中检索信息的能力。

2 We would remember a lot more if we had more confidence in our memories and knew how to use them properly. One useful tip is that things are more likely to be remembered if you are in exactly the same state and place as you were when you learned them. So if you are a student who always reviews over black coffee, perhaps it would be sensible to prime yourself with a cup before the exam. If possible, you should also try to learn information in the room where it is going to be tested.

如果我们对记忆更有信心, 并知道如何正确使用它们, 我们会记住更多东西。一个有用的建议是, 如果你在学习时所处的状态和地点与当时完全相同, 那么事物更有可能被记住。所以, 如果你是一个总是边喝黑咖啡边复习的学生, 也许在考试前给自己来一杯咖啡是明智的。如果可能的话, 你还应该尝试在将要测试的房间里学习信息。

3 When you learn is also important. Lots of people swear they can absorb new information more efficiently at some time of the day than at others. Research shows this is not just imagination. There is a

biological rhythm for learning, though it affects different people in different ways. For most of us, the best plan is to take in new information in the morning and then try to consolidate it into memory during the afternoon. But this does not apply to everyone, so it is essential to establish your own rhythm. You can do this by learning a set number of lines of poetry at different times of the day and seeing when most lines stick. When you have done this, try to organize your life so that the time set aside for learning coincides with the time when your memory is at its best.

你什么时候学习也很重要。很多人发誓他们在一天中的某些时间比其他时间更有效地吸收新信息。研究表明这不仅仅是想象。学习存在生物节律，尽管它以不同的方式影响不同的人。对我们大多数人来说，最好的计划是在早上吸收新信息，然后在下午尝试将其巩固到记忆中。但这并不适用于所有人，因此建立自己的节律至关重要。你可以通过在一天中的不同时间学习固定数量的诗歌行，看看什么时候记住的行数最多来做到这一点。当你做到这一点后，试着安排你的生活，让留出来学习的时间与你记忆力最好的时间相一致。

4 Avoid learning marathons—they do not make the best use of your mind. Take plenty of breaks, because they offer a double bonus: the time off gives your mind a chance to do some preliminary consolidation and it also gives a memory boost to the learning.

避免马拉松式学习——它们不能最好地利用你的头脑。多休息，因为它们提供双重好处：休息时间让你的大脑有机会进行一些初步巩固，同时也能增强学习的记忆效果。

19. A) Few people know how to retrieve information properly.
B) People can enhance their memory with a few tricks.
C) Most people have a rather poor long-term memory.
D) People tend to underestimate their mental powers.

【题目】 What does the simple test suggest?

【翻译】 这个简单的测试说明了什么？

- A) 很少有人知道如何正确检索信息。 B) 人们可以通过一些技巧增强记忆力。
C) 大多数人的长期记忆相当差。 D) 人们往往低估自己的心智能力。

【答案】 D (主旨题) People tend to underestimate their mental powers.

【定位】 Psychological research shows we consistently underestimate our mental powers.

心理学研究表明,我们一贯低估了自己的心智能力。

【信号】 开篇论点句即结论。篇章一上来就甩出 Psychological research shows we consistently underestimate our mental powers.,这是"研究表明"领出的开篇论点句,后面整段的测试都是为它服务的例证,所以这句就是承载结论的答案句。

【替换】 we consistently underestimate our mental powers ↔

People tend to underestimate their mental powers

we→People、consistently→tend to,近乎同义

【排除】 A) 原词陷阱

A 用了录音结尾的 your ability to retrieve information 这个原词组,可它讲的是"记不起的原因是提取能力差",而题问的是测试整体"说明了什么";A 把一个解释成因的细节冒充成总结论,且"Few people know how"是录音没说的程度判断,答非所问。

借用原文: just your ability to retrieve information from it

B) 答非所问

B 说"靠技巧能提升记忆"确是整篇后半段(第2-4段)的主张,但第19题只问"the simple test"这一个测试说明什么;测试本身得出的是"低估脑力",而非"有技巧能提升",B 把全篇后半的话题硬塞给这道只问测试的题,范围错位。

C) 与原文相反

C 说"大多数人长期记忆很差",而录音明说 it is not really your memory letting you down(并不是你的记忆出问题),恰恰否定了"记忆差"这一说;C 取的是和讲者结论相反的极性。

借用原文: it is not really your memory letting you down

20. A) They present the states in a surprisingly different order.

B) They include more or less the same number of states.

C) They are exactly the same as is shown in the atlas.

D) They contain names of the most familiar states.

【题目】 What do we learn about the two lists in the test?

【翻译】 关于测试中的两个列表,我们了解到什么?

- A) 它们以令人惊讶的不同顺序呈现各州。 B) 它们包含的州数量大致相同。
C) 它们与地图册中显示的完全相同。 D) 它们包含最为人熟知的州的名称。

【答案】 B (细节题) They include more or less the same number of states.

【定位】 The two lists will contain roughly the same number of states, but they will not be identical.

两份清单所含的州数大致相同,但它们并不完全一样。

【信号】 directly 描述 two lists 的对照句。 录音里唯一正面描述 two lists 的就是 The two lists will contain roughly the same number of states, but they will not be identical.,它直接给出两份清单的对照特征,且带 but 的对照结构,是承载本题答案的那一句。

【替换】 roughly the same number of states ↔ more or less the same number of states

roughly=more or less,程度副词同义替换

【排除】 A) 偷换概念

A 说两份清单"顺序惊人地不同",borrow 了录音 something rather surprising 的"surprising"气氛,可录音的对照点是"数量大致相同、但不完全一样(换了几个州名)",从没说"顺序(order)"不同;A 把维度从"数量/内容"偷换成"顺序"。

借用原文: you will notice something rather surprising

C) 原词陷阱

C 搬来录音里的 atlas 一词,但录音说的是"只要你没查 atlas",并未拿清单和 atlas 比;而且录音明说两份清单 they will not be identical(并不完全相同),C 却说"exactly the same",绝对词且极性正好相反。

借用原文: Provided you have not cheated by consulting an atlas

D) 未提及

D 说两份清单含"最熟悉的州名(most familiar states)",录音通篇没有按"熟悉程度"评价过哪些州名,只说数量相近、内容有出入;"most familiar"是录音从未出现的信息。

-
21. A) Focusing on what is likely to be tested.
B) Having a good sleep the night before.
C) Reviewing your lessons where the exam is to take place.
D) Making sensible decisions while choosing your answers.

【题目】 What does the speaker suggest about preparing for and taking an exam?

【翻译】 说话者关于准备和参加考试提出了什么建议?

- A) 关注可能被测试的内容。 B) 考试前一晚睡个好觉。 C) 在考试举行地点复习功课。
D) 在选择答案时做出明智的决定。

【答案】 C (细节题) Reviewing your lessons where the exam is to take place.

【定位】 If possible, you should also try to learn information in the room where it is going to be tested.
如果可能的话,你还应当尽量在将要考试的那个房间里学习信息。

【信号】 建议信号 you should 领出的做法。 本段两处建议中,落到题面的是 you should also try to learn information in the room where it is going to be tested,由建议信号 you should 领出,明确推荐"在考试的房间里学",这就是承载答案的建议句。

【替换】 learn information in the room where it is going to be tested ↔

Reviewing your lessons where the exam is to take place

learn→Reviewing、 room...tested→where exam take place,同义改写

【排除】 A) 原词陷阱

A"押可能考的内容"借了录音里 tested 这个原词的余味,但录音从没建议过"focus on what is likely to be tested(押重点)";它只说在考试的房间里学、保持同样状态,A 把一个常识性的备考说法安到录音头上。

借用原文: learn information in the room where it is going to be tested

B) 未提及

B"考前一晚睡个好觉"是极顺常识的备考建议,但录音第2段讲的是"保持和学习时相同的状态与地点(如喝杯咖啡、回到考场房间)",通篇没提到 sleep;B 纯属考生用常识脑补。

D) 原词陷阱

D"答题时做明智的决定"借了录音 it would be sensible 里的 sensible 一词,可那个 sensible 修饰的是"考前喝杯咖啡"这件事,而非"答题时如何抉择";录音根本没讲考场上怎么选答案,D 把原词嫁接到一个录音没谈的情景。

借用原文: perhaps it would be sensible to prime yourself with a cup before the exam

22. A) Discover when you can learn best.

B) Change your time of study daily.

C) Give yourself a double bonus afterwards.

D) Follow the example of a marathon runner.

【题目】 What tip does the speaker give on learning?

【翻译】 说话者就学习给出了什么建议?

- A) 发现你什么时候学习效果最好。 B) 每天改变学习时间。 C) 之后给自己双倍奖励。
D) 效仿马拉松运动员的榜样。

【答案】 A (细节题) Discover when you can learn best.

【定位】 But this does not apply to everyone, so it is essential to establish your own rhythm.

但这并不适用于每个人,所以确立你自己的(学习)节律是至关重要的。

【信号】 转折 but + 强调 essential 双信号。 本段在说"多数人上午学下午巩固"之后用 But this does not apply to everyone, so it is essential to establish your own rhythm. 一转,by it is essential 加重语气点出真正的建议"建立你自己的节律";转折后 + essential 强调,正是答案句的双重信号。

【替换】 it is essential to establish your own rhythm ↔ **Discover when you can learn best**

establish your own rhythm=找到自己学得最好的时段

【排除】 B) 与原文相反

B"每天更换学习时间"蹭了录音 at different times of the day 的字面,可录音说"在一天不同时段试,看哪个时段记得最牢"是为了"找到并固定自己的最佳时段",而非"天天换";B 把"找固定时段"反说成"天天变",与原意相反。

借用原文: learning a set number of lines of poetry at different times of the day

C) 原词陷阱

C"事后给自己双倍奖励"搬来录音第4段的 a double bonus,但那个 double bonus 说的是"休息带来的双重好处",并非"给自己奖励";而且它属于第4段"避免疲劳战、多休息"的话题,不是本题落点,C 既偷换概念又错段。

借用原文: they offer a double bonus

D) 与原文相反

D"效仿马拉松选手"蹭了录音第4段的 marathon,可录音说的是 Avoid learning marathons(避免马拉松式的学习),是叫你别那样学;D 取了相反方向,把"要避免"听成了"要效仿"。

借用原文: Avoid learning marathons—they do not make the best use of your mind

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

1 Hello, today I'm going to talk about poverty.

大家好,今天我要谈论贫困问题。

2 Poverty has become a critical issue in today's world. It concerns not only us sociologists, but also economists, politicians and business people. Poverty has been understood in many different ways. One useful way is to distinguish between three degrees of poverty: extreme poverty, moderate poverty, and relative poverty.

贫困已成为当今世界的一个关键问题。它不仅关乎我们社会学家,也关乎经济学家、政治家和商界人士。贫困有许多不同的理解方式。一种有用的方式是区分三种程度的贫困:极端贫困、中度贫困和相对贫困。

3 The first type of poverty is extreme poverty; it's also called absolute poverty. In extreme poverty, households cannot meet basic needs for survival. People are chronically hungry. They are unable to access safe drinking water, let alone health care. They cannot afford education for their children. In short, people who live in extreme poverty do not have even the minimum resources to support themselves and their families. Where does extreme poverty occur? Well, you can find it only in developing countries.

第一种贫困是极端贫困,也称为绝对贫困。在极端贫困中,家庭无法满足生存的基本需求。人们长期处于饥饿状态。他们无法获得安全的饮用水,更不用说医疗保健。他们无法为子女提供教育。简而言之,生活在极端贫困中的人们甚至没有最低限度的资源来养活自己和家人。极端贫困发生在哪里?你只能在发展中国家找到它。

4 Well, what about moderate poverty? Unlike extreme poverty, moderate poverty generally refers to conditions of life in which basic needs are met but barely. People living in moderate poverty have the resources to keep themselves alive, but only at a very basic level. For example, they may have access to

drinking water, but not clean, safe drinking water. They may have a home to shelter themselves, but it does not have power supply, a telephone or plumbing.

那么中度贫困呢?与极端贫困不同,中度贫困通常指基本需求得到满足但仅仅勉强满足的生活状况。生活在中度贫困中的人们拥有维持生存的资源,但仅处于非常基本的水平。例如,他们可能获得饮用水,但不是清洁、安全的饮用水。他们可能有住所来遮蔽自己,但没有电力供应、电话或管道设施。

5 The third kind of poverty is relative poverty. Relative poverty is generally considered to be a household income level, which is below a given proportion of average family income. The relatively poor live in high-income countries, but they do not have a high income themselves. The method of calculating the poverty line is different from country to country, but we can say that basically a family living in relative poverty has less than a percentage of the average family income. For example, in the United States, a family can be considered poor if their income is less than 50% of the national average family income. They can meet their basic needs, but they lack access to cultural goods, entertainment and recreation. They also do not have access to quality health care, or other prerequisites for upward social mobility.

第三种贫困是相对贫困。相对贫困通常被认为是低于平均家庭收入特定比例的家庭收入水平。相对贫困者生活在高收入国家,但他们自己的收入并不高。计算贫困线的方法因国家而异,但我们可以说基本上生活在相对贫困中的家庭收入低于平均家庭收入的某个百分比。例如,在美国,如果一个家庭的收入低于全国平均家庭收入的50%,就可以被视为贫困。他们可以满足基本需求,但无法获得文化产品、娱乐和休闲。他们也无法获得优质医疗保健或向上社会流动的其他先决条件。

6 Well, I have briefly explained to you how poverty can be distinguished as extreme poverty, moderate poverty and relative poverty. We should keep these distinctions in mind when we research people's living conditions, either in the developing or the developed world.

我已经向你们简要解释了贫困如何区分为极端贫困、中度贫困和相对贫困。当我们研究发展中国家或发达国家人们的生活状况时,应该牢记这些区别。

23. A) He is a politician.
B) He is a businessman.
C) He is a sociologist.
D) He is an economist.

【题目】 What does the speaker do?

【翻译】 说话者是做什么的?

- A) 他是一位政治家。 B) 他是一位商人。 C) 他是一位社会学家。
D) 他是一位经济学家。

【答案】 C (细节题) He is a sociologist.

【定位】 It concerns not only us sociologists, but also economists, politicians and business people.

(贫困) 不仅关乎我们这些社会学家, 也关乎经济学家、政治家和商人。

【信号】 **us+职业的自我归类**。关键信号是 us sociologists 里的 us (我们) ——说话人用“我们社会学家”把自己算进 sociologists 这一类，这就是自我定位。后面 economists, politicians and business people 用 also (也) 领出，是“别人”，不是说话人自己。

【替换】 us sociologists ↔ **He is a sociologist.**

us+职业=本人即该职业

【排除】 A) **原词陷阱**

He is a politician. 盗用了录音里念到的 politicians，但那是用 also 领出的“也关心的对象”，是别人，不是说话人本人，听到 politicians 就选即中陷阱。

借用原文：economists, politicians and business people

B) **原词陷阱**

He is a businessman. 对应录音 business people，同样是 also 后面列举的“也关心此事的人”，并非说话人自指。

借用原文：also economists, politicians and business people

D) **原词陷阱**

He is an economist. 是最迷惑的——economists 紧跟在 also 之后第一个被念到 (but also economists)，与社会学家是研究相近领域的近邻，容易混；但它前面是 also，仍属“也关心的对象”，说话人本人是 us sociologists。

借用原文：but also economists

24. A) In slums.

B) In Africa.

C) In pre-industrial societies.

D) In developing countries.

【题目】 **Where does the speaker say we can find extreme poverty?**

【翻译】 说话者说我们在哪里可以发现极端贫困？

A) 在贫民窟。 B) 在非洲。 C) 在前工业社会。 D) 在发展中国家。

【答案】 **D** (细节题) In developing countries.

【定位】 Where does extreme poverty occur? Well, you can find it only in developing countries.

极端贫困发生在哪里？嗯，你只能在发展中国家找到它。

【信号】 **自问自答+occur/find in**。录音先自抛设问 Where does extreme poverty occur?，紧接着自答 you can find it only in developing countries——设问句后的那句应答就是答案句，地点触发词 find it ... in 后面紧跟的地名即为落点。

【替换】 in developing countries ↔ **In developing countries.**

原词直接复现

【排除】 A) 未提及

In slums. (贫民窟) 听上去与“贫困”语义相关, 很容易凭常识脑补, 但录音讲极端贫困地点时只说 developing countries, 从未出现 slums 一词, 属考生用常识替代文本。

B) 未提及

In Africa. 同样未在录音中出现。考生易把“极端贫困”与非洲挂钩, 但这是背景常识, 不是录音内容, 全篇没念 Africa。

C) 未提及

In pre-industrial societies. (前工业社会) 是个像模像样的学术说法, 但录音通篇没说极端贫困发生在前工业社会, 属凭“听着专业”误选。

25. A) They have no access to health care, let alone entertainment or recreation.

B) Their income is less than 50% of the national average family income.

C) They work extra hours to have their basic needs met.

D) Their children cannot afford to go to private schools.

【题目】 What do we learn about American people living in relative poverty?

【翻译】 关于生活在相对贫困中的美国人,我们了解到什么?

A) 他们无法获得医疗保健,更不用说娱乐或休闲了。

B) 他们的收入低于全国平均家庭收入的50%。 c) 他们需要加班工作来满足基本需求。

D) 他们的孩子上不起私立学校。

【答案】 B (细节题) Their income is less than 50% of the national average family income.

【定位】 For example, in the United States, a family can be considered poor if their income is less than 50% of the national average family income.

例如, 在美国, 如果一个家庭的收入低于全国家庭平均收入的50%, 就可以被视为贫困。

【信号】 美国举例+50%数字。 信号有二: 一是 in the United States 正好点中题干限定的“美国”; 二是数字 50% 出现 (less than 50% of the national average family income) ——预读时已标星的数字落点在此兑现, 数字句几乎必是答案句。

【替换】 their income is less than 50% of the national average family income ↔

Their income is less than 50% of the national average family income.

原句几乎逐字搬入选项

【排除】A) 原词陷阱

They have no access to health care, let alone entertainment or recreation. 重组了本段后文 they lack access to cultural guts, entertainment and recreation 与 do not have access to quality health care 的原词，确实在讲相对贫困者，但题目问的是“我们了解到什么”中与判定标准对应的那条，A 偷换了状况侧面，且把“缺乏优质医疗”夸大成“完全没有医疗”。

借用原文：they lack access to cultural guts, entertainment and recreation. They also do not have access to quality health care

C) 张冠李戴

They work extra hours to have their basic needs met. 听着像贫困者的常态，但录音讲相对贫困者从未提“加班才够基本需求”；basic needs 一词是前文讲极端、中度贫困时反复用的 (cannot meet basic needs、basic needs are met)，被挪来安到美国相对贫困者头上，属张冠李戴。

借用原文：basic needs are met but barely

D) 未提及

Their children cannot afford to go to private schools. 里的 private schools 全篇没出现；录音讲极端贫困时说 cannot afford education for their children，考生可能把“供不起教育”脑补成“上不起私校”，属无中生有式过度具体化。

借用原文：They cannot afford education for their children.

SENTENCE INSIGHTS • 句子精讲

35 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。

And by the time I come back to it, it may have changed.

第10段，第2句

"by the time" 引导的时间状语从句 + 主句(含情态动词和完成体)是四六级和考研阅读中非常典型的句式。这种“时间条件 + 推测结果”的结构在真题中频繁出现，掌握后可直接迁移到大量类似句子。

He draws on his real-life experiences.

第3题，C

主谓宾简单句是英语基本句式，但 "draw on" 这一短语动词结构在四六级或考研真题中出现频率较低，代表性有限，学习后可迁移范围不及含从句或复杂修饰的常见句式。

And he points out that on major college campuses across the country, black males make up less than 3 percent of undergraduate enrollments.

第4段，第2句

"主句 + that引导的宾语从句"是四六级和考研阅读中极为常见的句式，"points out that"这类转述动词带宾语从句的结构频繁出现。本句的典型性在于：既展示了标准的宾语从句用法，又在从句内包含状语前置（"on major college campuses across the country"），这种状语位置变化也是真题中常见的干扰点。掌握后可广泛迁移到类似转述句式的理解中。

They have difficulty finding money to complete their studies.

第6题，C

"have difficulty (in) doing sth" 是四六级和考研中常见的固定搭配，句型具有较高的典型性和复用价值。掌握后可迁移到类似 "have trouble/problem doing" 等结构。

What accounts for black athletes' failure to obtain a college degree according to the man?

第8题 题干

疑问句在四六级和考研阅读理解的题干中高频出现，且本句包含的"动词 + 介词"谓语（account for）、所有格作定语、不定式作后置定语、according to 引出依据等结构，都是考试中常见的典型用法，掌握后迁移性强。

The shift to online shopping has had a big impact on traditional shopping malls.

第3段，第2句

本句是标准的"主语 + 现在完成时谓语 + 宾语"结构，且主语和宾语都带介词短语修饰，这种句式在四六级和考研阅读中非常常见。掌握后可以迁移到大量类似句子，例如描述趋势、变化及其影响的表达。结构简洁但实用性强。

However, Fortune says the weakest of the malls have closed.

第3段，第4句

本句的says加宾语从句结构是四六级和考研英语阅读中极为常见的句式,引述动词(say/think/believe/report等)后接省略that的宾语从句是典型的新闻报道和学术文本表达方式。掌握这一结构后,学习者可以轻松迁移到大量类似句子。此外,宾语从句使用现在完成时,也是真题中频繁出现的时态搭配。

They find it hard to survive.

第11题，B

"find it + 形容词 + to do" 是四六级和考研英语阅读中极为常见的句型，典型性很高。这种形式宾语结构在书面语和考试材料中反复出现，学会识别该结构可显著提升句子理解效率。

What is said to account for the increased number of shoppers?

第12题 题干

疑问句加被动语态是四六级和考研英语阅读中常见的句式，尤其是 "be said/believed/thought to do" 这类结构频繁出现。掌握本句可大量迁移到类似句型的理解。

And the reality is that antibiotics have been responsible for saving millions of lives since penicillin, one of the earliest antibiotics, was first used on a clinical basis 70 years ago.

第1段，第2句

主系表结构引出表语从句、从句内嵌套时间状语从句、同位语对名词补充说明,这些都是四六级和考研英语阅读中极为常见的句式;现在完成时与since引导的时间状语从句搭配,是典型的时态考点组合,掌握后可大量复用。

In fact, you may have heard about the new "superbugs", which are antibiotic-resistant bacteria that have developed as a result of overprescribed antibiotics.

第2段，第2句

定语从句嵌套是四六级和考研英语阅读中的高频句式，非限制性定语从句对专有名词的补充说明、限制性定语从句对核心名词的限定，都是真题常见模式，学习后可大量迁移到科技、医学类文章。

In the past, health experts warned us that the day would come in which it would become very difficult to provide medical care for even common problems, such as lung infection or severe sore throat.

第2段，第3句

本句的结构在四六级和考研真题中非常典型：宾语从句 + 定语从句嵌套、形式主语 it 结构、过去将来时表达过去对未来的预测，都是高频考点。句子的复杂度适中，既不过于简单也不过于冷僻，学生掌握后可以迁移到大量类似的考试句型中。

The problem has grown into such epidemic proportions that this severe strain of resistant bacteria is being blamed for nearly 700,000 deaths each year throughout the world, and, unfortunately, health experts worry that the number will rise to 10 million or more on a yearly basis by 2050.

第3段，第1句

综合来看,本句主干识别难度中等,嵌套复杂度适中,时态语态有一定挑战,成分种类丰富且包含典型易错点,结构在考试中高度常见。作为句子结构和时态的训练材料,既有一定难度能锻炼分析能力,又不至于过于复杂导致挫败感,且覆盖的知识点具有很强的迁移性。建议优先用于系统训练,帮助学生掌握并列句、结果状语从句、宾语从句以及多种时态语态的识别方法。

I think about some of the students who took advantage of their opportunities in a university.

第2段，第1句

主句带限制性定语从句是四六级和考研阅读中的高频结构，关系代词 who 作从句主语也是典型用法，句式代表性强，掌握后可广泛应用于同类句子的分析。

You see it in faculty members who are pleased when their students make a discovery that undermines a cherished theory that they had put forward.

第3段，第3句

本句包含五层结构：主句套定语从句，定语从句套状语从句，状语从句套定语从句，定语从句再套定语从句。层层嵌套且每层都有实质内容，需要反复回读才能理清各层的归属关系和修饰对象，理解负担较重。

I think of another student I had who came to me one morning, one evening actually, walked into my office and said that I had written a pretty good paper, but that it had five important mistakes and that he wanted a job.

第4段，第1句

该句是练习识别多重定语从句、并列谓语、并列宾语从句以及时态呼应的极佳素材。

You could not debate that this young man was someone who wanted to make a difference in economics and he is today a professor of economics.

第4段，第3句

本句成分种类丰富，覆盖主语、谓语、宾语（含宾语从句）、表语（含定语从句）、时间状语等多种成分，且出现主系表结构、情态动词结构、不定式作宾语等多种句型。特别是宾语从句和定语从句的层层嵌套，以及关系代词 who 在从句中充当主语，是练习从句成分划分的典型素材，训练价值较高。

Provided you have not cheated by consulting an atlas, you will notice something rather surprising.

第1段，第5句

覆盖条件状语从句、方式状语、一般将来时谓语、现在完成时谓语等成分，尤其 Provided 作为条件引导词较少见，适合练习识别非典型条件标志和完成时在从句中的用法

Some names will have slipped away, but others will have replaced them.

第1段，第7句

并列句是四六级和考研阅读中的高频句式，"but" 连接两个主句表示转折也是常考逻辑关系。将来完成时虽不如一般时态常见，但在表达 "到未来某时间点的完成状态" 时经常出现。本句结构清晰、逻辑典型，掌握后可应用于大量类似句子。

So it is not really your memory letting you down; just your ability to retrieve information from it.

第1段，第9句

本句覆盖形式主语、系动词、动名词复合结构作表语、不定式定语、并列表语及承前省略等多种成分，且"letting"和"retrieve"易被误判为谓语，适合训练成分辨析能力

One useful tip is that things are more likely to be remembered if you are in exactly the same state and place as you were when you learned them.

第2段，第2句

推荐作为进阶练习，帮助学生掌握如何通过引导词逐层剥离复杂的嵌套结构。

For most of us, the best plan is to take in new information in the morning and then try to consolidate it into memory during the afternoon.

第3段，第5句

主系表结构 + 不定式作表语是四六级和考研阅读中的常见句式，具有一定代表性。但本句为简单句，缺少真题中更典型的从句嵌套或复杂修饰，迁移价值中等偏上。

When you have done this, try to organize your life so that the time set aside for learning coincides with the time when your memory is at its best.

第3段，第8句

"so that" 引导目的状语从句和 "when" 引导时间状语从句是四六级和考研阅读中的高频结构，祈使句提建议的表达方式也很常见。本句结构典型且实用，学习后可大量迁移到类似句式

Avoid learning marathons—they do not make the best use of your mind.

第4段，第1句

祈使句加陈述句的并列结构在英文写作中较为常见，尤其在说明文、议论文和建议类文本中经常出现，用来提出观点并解释理由。破折号连接解释性分句也是一种典型的书面语手法。这种句式在四六级和考研阅读或写作中有一定代表性，掌握后可以迁移到类似的建议说明类句子。不过，本句结构相对简单，没有复杂从句或特殊句式，典型性中等。

They are exactly the same as is shown in the atlas.

第20题，C

句子覆盖了主系表结构、比较状语从句、被动语态等成分，"as" 的双重作用（连接词兼从句主语）是一个值得练习的知识点。比较分句的识别和成分划分有一定训练价值，但句子整体成分种类不算丰富，缺少宾语、定语等其他常见成分。

It concerns not only us sociologists, but also economists, politicians and business people.

第2段，第2句

"not only... but also..." 并列结构在考试阅读中较常见，用于强调涉及范围或列举对象，有一定代表性；但简单句本身结构过于基础，不如复杂句式那样在真题中高频作为难点考查对象。

They are unable to access safe drinking water, let alone health care.

第3段，第4句

本句的 "be + 形容词 + to do" 结构（如 "are unable to access"）是四六级和考研阅读中的常见句式，用于表达能力、倾向或状态。"let alone" 作为递进短语也是常考表达。结构简单但实用，学习者掌握后可迁移到类似句子（如 "be able to"、"be willing to"）。典型性较高，但因结构过于简单，复用场景略窄。

In short, people who live in extreme poverty do not have even the minimum resources to support themselves and their families.

第3段，第6句

主句主语带限制性定语从句、宾语带不定式后置定语，这两种结构在四六级和考研阅读中高频出现。全句展示了如何用定语从句限定名词、如何用不定式说明名词用途，是典型的书面语复合句模式。掌握后可迁移到大量类似句子。

For example, they may have access to drinking water, but not clean, safe drinking water.

第4段，第4句

涵盖主语、情态动词谓语、宾语（含介词短语 access to）、定语（分词 drinking 修饰 water）、承前省略的并列结构，成分较丰富；but 后省略是值得练习的易错点，有助于训练补全省略成分的能力

The method of calculating the poverty line is different from country to country, but we can say that basically a family living in relative poverty has less than a percentage of the average family income.

第5段，第4句

并列句 + 宾语从句 + 现在分词作后置定语是四六级和考研阅读中的高频句式；but 连接转折并列、say 后接 that 从句、分词短语修饰名词，这些都是常考结构，掌握后可大量复用

For example, in the United States, a family can be considered poor if their income is less than 50% of the national average family income.

第5段，第5句

“主句 + if 条件从句”是非常常见、可迁移性很强的句式；同时配上情态动词和被动表达，也很像考试阅读里常见的说明性句子。

They also do not have access to quality health care, or other prerequisites for upward social mobility.

第5段，第7句

虽为简单句，但宾语结构较长，包含并列名词短语（“access to quality health care”和“other prerequisites for upward social mobility”）以及多层介词短语嵌套（“to quality health care”、“for upward social mobility”），可用于练习识别并列成分和介词短语的归属关系。副词“also”的位置也可作为状语识别的小练习点。但整体成分种类单一（仅主谓宾状），缺乏定语从句、宾补、双宾等更丰富的成分类型。

We should keep these distinctions in mind when we research people's living conditions, either in the developing or the developed world.

第6段，第2句

主句 + 时间状语从句的结构在考试中非常常见，是典型的复合句句式。情态动词“should”表建议的用法，以及“when”从句表泛指时间的用法，都是高频考点，掌握后可大量迁移。

They have no access to health care, let alone entertainment or recreation.

第25题，A

“have no access to”是常见的否定表达，“let alone”在书面语中较常出现；但句式本身过于简单，代表性一般。

Their children cannot afford to go to private schools.

第25题，D

“情态动词 + 动词原形 + 不定式宾语”是常见句式，在四六级和考研真题中频繁出现，具有一定代表性，但本句过于简单，缺少更复杂的修饰成分，迁移价值中等。

HIGH-FREQUENCY • 真题高频词

本卷出现的 236 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。

poverty

B2

n. 贫穷

本卷28次 · 真题 44 句

would

A1

aux. (will 的过去式) 将要，会

本卷11次 · 真题 568 句

athlete

B1

n. 运动员

本卷11次 · 真题 49 句

income

B1

n. 收入

本卷8次 · 真题 94 句

extreme

B2

adj. 极度的

本卷8次 · 真题 60 句

antibiotic

B2

n. 抗生素

本卷8次 · 真题 27 句

relative

B1

n. 亲戚，亲属

本卷6次 · 真题 26 句

mall

B1

n. 购物中心

本卷6次 · 真题 10 句

less

A1

det. 较少的

本卷5次 · 真题 273 句

online

A2

adj. 在线的

本卷5次 · 真题 139 句

learning

A1

n. 学习

本卷5次 · 真题 128 句

average

A2

adj. 平均的

本卷5次 · 真题 112 句

access

B1

n. 进入

本卷5次 · 真题 101 句

male

A2

adj. 男性的

本卷5次 · 真题 34 句

economist B2

n. 经济学家

本卷5次·真题 27 句

moderate B2

adj. 适度的

本卷5次·真题 11 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷4次·真题 182 句

million A2

num. 一百万

本卷4次·真题 126 句

reading A1

n. 阅读

本卷4次·真题 43 句

shopper A2

n. 购物者

本卷4次·真题 9 句

infection B2

n. 传染

本卷4次·真题 8 句

better A1

adj. 更好的 (good 的比较级)

本卷3次·真题 205 句

power A2

n. 权力

本卷3次·真题 128 句

rate A2

n. 速度

本卷3次·真题 121 句

academic B2

adj. 学术的

本卷3次·真题 104 句

graduate B1

n. 毕业生

本卷3次·真题 82 句

billion B1

num. 十亿 (1,000,000,000)

本卷3次·真题 74 句

debate B2

n. 辩论

本卷3次·真题 52 句

exactly B1

adv. 精确地

本卷3次·真题 46 句

incentive B2

n. 激励

本卷3次·真题 33 句

authority B2

n. 权力

本卷3次·真题 21 句

epidemic C1

n. 流行病

本卷3次·真题 14 句

drinking A1

n. 饮酒

本卷3次·真题 12 句

likely A2

adj. 很可能的

本卷2次·真题 228 句

focus B1

n. 重点

本卷2次·真题 200 句

accord C1

n. (国家、团体间的) 协议

本卷2次·真题 167 句

consumer B1

n. 消费者

本卷2次·真题 165 句

finding B2

n. 调查结果

本卷2次·真题 121 句

mental B1

adj. 精神的

本卷2次·真题 120 句

resource B1

n. 资源

本卷2次·真题 119 句

expert B1

n. 专家

本卷2次·真题 114 句

quality A2

n. 质量

本卷2次·真题 112 句

support A2

v. 支持

本卷2次·真题 103 句

account A2

n. 账户

本卷2次·真题 93 句

lack B1

v. 缺少

本卷2次·真题 89 句

customer A2

n. 顾客, 客户

本卷2次·真题 87 句

traditional B1

adj. 传统的

本卷2次·真题 84 句

thinking A2

n. 思考

本卷2次·真题 68 句

apply A2

v. 申请

本卷2次·真题 63 句

wage B1

n. 工资

本卷2次·真题 63 句

generally B1

adv. 通常，一般地

本卷2次·真题 60 句

essential B1

adj. 必不可少的

本卷2次·真题 55 句

contain B1

v. 包含，含有

本卷2次·真题 52 句

spending A2

n. 开支

本卷2次·真题 41 句

campus B1

n. (大学或学院的) 校园

本卷2次·真题 40 句

basis B2

n. 基础;根据

本卷2次·真题 37 句

giant B1

adj. 巨大的

本卷2次·真题 34 句

politician B2

n. 政治家

本卷2次·真题 34 句

era B2

n. 时代

本卷2次·真题 31 句

unlike B1

prep. 不像

本卷2次·真题 31 句

household B1

n. 家庭

本卷2次·真题 30 句

necessarily B2

adv. 必然地

本卷2次·真题 30 句

proportion

B2

n. 部分

本卷2次·真题 30 句

thrive

B2

v. 茁壮成长

本卷2次·真题 27 句

distinguish

B2

v. 区分

本卷2次·真题 23 句

routine

B1

n. 常规

本卷2次·真题 23 句

properly

B1

adv. 正确地

本卷2次·真题 22 句

marathon

B2

n. 马拉松赛跑 (42.195公里)

本卷2次·真题 21 句

mobility

B2

n. 移动能力

本卷2次·真题 21 句

percentage

B1

n. 百分比, 百分率

本卷2次·真题 21 句

aside

B1

adv. 在旁边;到旁边

本卷2次·真题 20 句

bacterium

B2

n. 细菌

本卷2次·真题 19 句

economics

B2

n. 经济学

本卷2次·真题 19 句

apparently

B2

adv. 显然, 看来 (根据外表或所见所闻判断)

本卷2次·真题 18 句

flow

B1

v. 流动

本卷2次·真题 18 句

tackle

B2

v. 处理

本卷2次·真题 18 句

underestimate

B2

v. 低估

本卷2次·真题 18 句

entertainment

B1

n. 娱乐活动

本卷2次·真题 16 句

imagination

B1

n. 想象力

本卷2次·真题 16句

retrieve

B2

v. 取回

本卷2次·真题 16句

tip

A2

n. 小费

本卷2次·真题 16句

severe

B2

adj. 严重的

本卷2次·真题 15句

undergraduate

B2

n. 大学本科生

本卷2次·真题 15句

criticize

B2

v. 批评

本卷2次·真题 14句

upward

B2

adv. 向上地

本卷2次·真题 14句

developing

B1

adj. 发展中的（指国家或地区）

本卷2次·真题 12句

fortune

B2

n. 财富

本卷2次·真题 12句

sensible

B1

adj. 明智的

本卷2次·真题 12句

barely

B1

adv. 几乎不

本卷2次·真题 11句

recreation

B2

n. 娱乐

本卷2次·真题 10句

compromise

B2

n. 妥协

本卷2次·真题 9句

sociologist

C1

n. 社会学家

本卷2次·真题 9句

author

A2

n. 作者

本卷1次·真题 264句

impact

B2

n. 影响

本卷1次·真题 185句

tend B1

v. 倾向于, 往往会

本卷1次·真题 170 句

economic B2

adj. 经济的

本卷1次·真题 167 句

issue B1

n. 问题

本卷1次·真题 158 句

global B2

adj. 全球的

本卷1次·真题 140 句

species B2

n. 物种

本卷1次·真题 136 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

affect B1

v. 影响

本卷1次·真题 116 句

opportunity B1

n. 机会

本卷1次·真题 115 句

professor B1

n. 教授 (大学教师的最高职称)

本卷1次·真题 112 句

major B1

adj. 主要的

本卷1次·真题 108 句

argue B1

v. 争论

本卷1次·真题 106 句

least A2

det. 最少的

本卷1次·真题 98 句

united B1

adj. 联合的

本卷1次·真题 97 句

according B1

prep. 根据

本卷1次·真题 96 句

potential B2

adj. 潜在的

本卷1次·真题 92 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

amount A2

n. 数量

本卷1次·真题 84 句

type A2

n. 类型

本卷1次·真题 84 句

states A1

n. 国家

本卷1次·真题 80 句

financial B2

adj. 财政的

本卷1次·真题 79 句

due B1

adj. 预期的

本卷1次·真题 70 句

cultural B1

adj. 文化的

本卷1次·真题 68 句

engage B2

v. 参与;从事

本卷1次·真题 68 句

variety B1

n. 多样化

本卷1次·真题 66 句

wrong A2

adj. 错误的

本卷1次·真题 66 句

shift B1

v. 移动

本卷1次·真题 65 句

earn A2

v. 赚得, 挣得 (金钱)

本卷1次·真题 64 句

tax A2

n. 税

本卷1次·真题 63 句

various B1

adj. 各种各样的

本卷1次·真题 63 句

occur B1

v. 发生, 出现

本卷1次·真题 62 句

complex B2

adj. 复杂的, 难懂的

本卷1次·真题 61 句

pressure B1

n. 心理压力

本卷1次·真题 57 句

reality B1

n. 现实

本卷1次·真题 57 句

boost B2

v. 提高

本卷1次·真题 55 句

purchase B1

v. 购买

本卷1次·真题 55 句

theory B1

n. 理论

本卷1次·真题 55 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

rely B1

v. 依赖; 依靠

本卷1次·真题 51 句

threat B1

n. 威胁

本卷1次·真题 51 句

appeal B2

v. 呼吁

本卷1次·真题 48 句

failure B1

n. 失败

本卷1次·真题 47 句

achievement B1

n. 成就

本卷1次·真题 44 句

smartphone B1

n. 智能手机

本卷1次·真题 44 句

reward B1

n. 报酬

本卷1次·真题 43 句

critical B2

adj. 批评的

本卷1次·真题 42 句

currently B1

adv. 目前, 当前

本卷1次·真题42句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本卷1次·真题42句

replace A2

v. 替换, 更换 (用新的代替旧的)

本卷1次·真题42句

survive B1

v. 幸存

本卷1次·真题42句

alternative B2

n. 可供选择的事物

本卷1次·真题41句

player A2

n. 运动员

本卷1次·真题41句

responsible B1

adj. 负责的

本卷1次·真题40句

psychological B2

adj. 心理的

本卷1次·真题39句

insect A2

n. 昆虫

本卷1次·真题38句

unemployment B2

n. 失业 (状态)

本卷1次·真题38句

relatively B2

adv. 相对地

本卷1次·真题37句

institute B2

n. 学院

本卷1次·真题35句

talent B1

n. 天赋

本卷1次·真题35句

datum C1

n. 数据 (单数形式, 复数为 data)

本卷1次·真题34句

extra A2

adj. 额外的

本卷1次·真题33句

sector B2

n. (经济或商业的) 部门, 行业

本卷1次·真题33句

context B2

n. (事情发生的) 背景、环境

本卷1次·真题 32 句

enhance B2

v. 提高

本卷1次·真题 32 句

retailer B2

n. 零售商

本卷1次·真题 32 句

court A2

n. 法院

本卷1次·真题 31 句

fund B2

n. 资金

本卷1次·真题 30 句

finally A2

adv. 终于, 最终

本卷1次·真题 29 句

obtain B2

v. 获得

本卷1次·真题 29 句

skin A2

n. 皮肤

本卷1次·真题 29 句

working A2

adj. 有工作的

本卷1次·真题 29 句

confidence B1

n. 信心

本卷1次·真题 28 句

familiar B1

adj. 熟悉的

本卷1次·真题 28 句

vision B2

n. 视力

本卷1次·真题 28 句

cannot A1

aux. 不能

本卷1次·真题 27 句

employment B1

n. 工作

本卷1次·真题 27 句

survival B2

n. 幸存

本卷1次·真题 27 句

scholar B2

n. 学者

本卷1次·真题 26 句

accessible B2

adj. 可到达的

本卷1次·真题 25 句

annual B1

adj. 每年的, 年度的

本卷1次·真题 25 句

revenue B2

n. (公司、组织的) 收入, 收益

本卷1次·真题 25 句

additional B1

adj. 额外的

本卷1次·真题 24 句

unable A2

adj. 不能的

本卷1次·真题 24 句

potentially B2

adv. 可能地

本卷1次·真题 23 句

assign B1

v. 分配 (任务、工作)

本卷1次·真题 22 句

blame B1

v. 责备

本卷1次·真题 22 句

display B1

v. 展示

本卷1次·真题 22 句

graduation B1

n. 毕业

本卷1次·真题 22 句

mobile B1

adj. 可移动的

本卷1次·真题 22 句

exchange B1

n. 交换

本卷1次·真题 21 句

lifelong B2

adj. 终身的

本卷1次·真题 21 句

basically B1

adv. 基本上

本卷1次·真题 20 句

consult B2

v. 咨询, 请教 (专业人士)

本卷1次·真题 20 句

developed B1

adj. 发达的

本卷1次·真题 20 句

elderly B2

adj. 年老的

本卷1次·真题 20 句

surprising A2

adj. 令人惊讶的

本卷1次·真题 20 句

organize B1

v. 组织, 安排 (活动、会议等)

本卷1次·真题 19 句

unfortunately B1

adv. 不幸地

本卷1次·真题 19 句

biological B2

adj. 生物的

本卷1次·真题 18 句

given B1

prep. 考虑到

本卷1次·真题 18 句

trick B1

n. 诡计

本卷1次·真题 18 句

writing A2

n. 写作

本卷1次·真题 17 句

assistance B1

n. 帮助

本卷1次·真题 16 句

consistently B2

adv. 始终如一地

本卷1次·真题 16 句

deem C1

v. 认为, 视为 (正式用语)

本卷1次·真题 16 句

distinction B2

n. 区别

本卷1次·真题 16 句

leisure B1

n. 闲暇

本卷1次·真题 16 句

lifetime B1

n. 一生, 终生

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

cite B2

v. 引用, 引证

本卷1次·真题 15 句

clinical B2

adj. 临床的

本卷1次·真题 15 句

following B1

adj. 接下来的

本卷1次·真题 15 句

leadership B2

n. 领导地位;领导权

本卷1次·真题 15 句

virtually B2

adv. 几乎,差不多

本卷1次·真题 15 句

crowded A2

adj. 拥挤的, 挤满人的

本卷1次·真题 14 句

equity C1

n. (公司的) 股本, 股权

本卷1次·真题 14 句

faculty B2

n. (大学的) 系, 院

本卷1次·真题 14 句

section B1

n. 部分

本卷1次·真题 14 句

seemingly B2

adv. 看似, 似乎 (表面上看起来是这样, 但...

本卷1次·真题 14 句

calculate B1

v. 计算

本卷1次·真题 13 句

educate B2

v. 教育

本卷1次·真题 13 句

efficiently B2

adv. 高效地

本卷1次·真题 13 句

instant B1

n. 瞬间, 刹那

本卷1次·真题 13 句

roughly B1

adv. 大约, 大概

本卷1次·真题 13 句

slip B1

v. 滑倒

本卷1次·真题 13 句

alarm A2

n. 警报器

本卷1次·真题 12 句

council B1

n. 委员会

本卷1次·真题 12 句

tablet B1

n. 药片

本卷1次·真题 12 句

worthy B2

adj. 值得的

本卷1次·真题 11 句

commodity C1

n. 商品

本卷1次·真题 10 句

simultaneously B2

adv. 同时地

本卷1次·真题 10 句

surprisingly B1

adv. 令人惊讶地

本卷1次·真题 10 句

bacteria B2

n. 细菌

本卷1次·真题 9 句

confused A2

adj. 困惑的

本卷1次·真题 9 句

hunger B1

n. 饥饿

本卷1次·真题 9 句

minimum B2

n. 最小值

本卷1次·真题 9 句

occupy B2

v. 占据, 占用 (空间、时间)

本卷1次·真题 9 句

strain B2

n. 压力

本卷1次·真题 9 句

globalization C1

n. 全球化 (经济、文化等的全球一体化过程)

本卷1次·真题 8 句

harsh B2

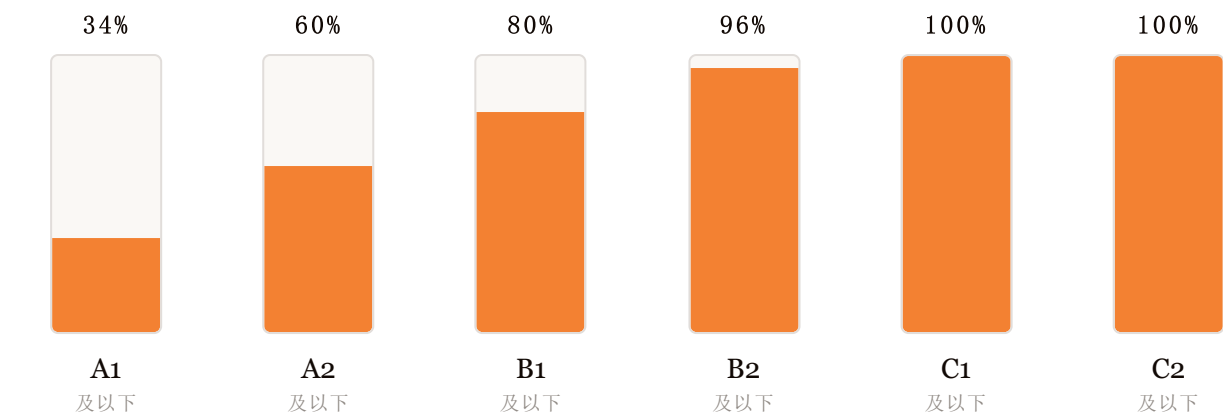
adj. 严厉的

本卷1次·真题 8 句

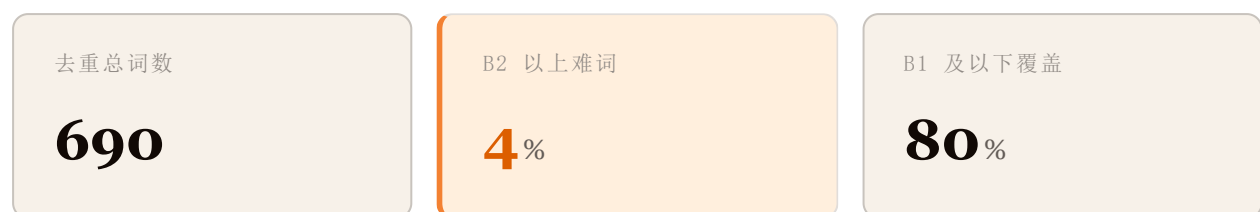
VOCABULARY • 词汇难度分布

全卷录音原文 690 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **690** 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 25 个·约 4%。



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 690 个 · 末柱为 100%



英语六级 2017年6月·第2套 · 全卷构成

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