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六级 · 真题卷第2套 · 2017年6月

Part I

Writing

(30 minutes)

Directions: For this part, Suppose you are asked to give advice on *whether to attend a vocational college or a university*, write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

(30 minutes)

Section A

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

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

1. A) He would feel insulted.
B) He would feel very sad.
C) He would be embarrassed.
D) He would be disappointed.
2. A) They are worthy of a prize.
B) They are of little value.
C) They make good reading.
D) They need improvement.
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.
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.

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

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.
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.
7. A) About 15%.
B) Around 40%.
C) Slightly over 50%.
D) Approximately 70%.
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.

Section B

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

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

9. A) Marketing strategies.
B) Holiday shopping.
C) Shopping malls.
D) Online stores.
10. A) About 50% of holiday shoppers.
B) About 20-30% of holiday shoppers.
C) About 136 million.
D) About 183.8 million.
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.

12. A) Better quality of consumer goods.
B) Higher employment and wages.
C) Greater varieties of commodities.
D) People having more leisure time.

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

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.
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.
15. A) Facilities.
B) Expertise.
C) Money.
D) Publicity.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet I** with a single line through the centre.*

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

16. A) 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.
17. A) They encourage academic democracy.
B) They promote globalization.
C) They uphold the presidents' authority.
D) They protect students' rights.
18. A) His thirst for knowledge.
B) His eagerness to find a job.
C) His contempt for authority.
D) His potential for leadership.

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

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.
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.
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.
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.

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

23. A) He is a politician.
B) He is a businessman.
C) He is a sociologist.
D) He is an economist.
24. A) In slums.
B) In Africa.
C) In pre-industrial societies.
D) In developing countries.
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.

Part III

Reading Comprehension

(40 minutes)

Section A

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

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

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often 26 to as the "first-night-effect". Researchers from Brown University found that a network in the left hemisphere of the brain "remained more active" than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of 27 was more likely to wake them up than if the noises were played into their left ear.

It was 28 observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a 29 environment the brain partly remains alert so that humans can defend themselves against any 30 danger.

The researchers believe this is the first time that the "first-night-effect" of different brain states has been 31 in humans. It isn't, however, the first time it has ever been seen. Some animal 32 also display this phenomenon. For example, dolphins, as well as other 33 animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always 34 control their breathing. Without keeping the brain active while sleeping, they would probably drown. But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for 35 while asleep. It also keeps their physiological processes working.

- | | |
|-----------------|-----------------|
| A) classified | I) potential |
| B) consciously | J) predators |
| C) dramatically | K) referred |
| D) exotic | L) species |
| E) identified | M) specifically |
| F) inherent | N) varieties |
| G) marine | O) volunteers |
| H) novel | |

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**.

Elite Math Competitions Struggle to Diversify Their Talent Pool

- A) Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.
- B) But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse? Many social and cultural factors play roles in determining which promising students get on the path toward international math recognition. But efforts are in place to

expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

- C) "The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team. Participation grows through friends and networks and if "you realize that's how they're growing, you can start to take action" and bring in other students, he said.
- D) Most of the training for advanced-math competitions happens outside the confines of the normal school day. Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions.
- E) One of the largest feeders for high school math competitions—including those that eventually lead to the IMO—is a middle school program called Math Counts. About 100,000 students around the country participate in the program's competition series, which culminates in a national game-show-style contest held each May. The most recent one took place last week in Washington, D.C. Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.
- F) Nearly all members of last year's winning U.S. IMO team took part in Math Counts as middle school students, as did Loh, the coach. "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."
- G) Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. According to Richard Rusczyk, the company founder, the six U.S. team members who competed at the IMO last year collectively took more than 40 courses on the site. Parents of advanced-math students and Math Counts coaches say the children are on the website constantly.
- H) There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships. The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.
- I) Students in university towns may also have access to another lever for involvement in accelerated math: math circles. In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends. The Los Angeles Math Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. "These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them," said Rusczyk. "Most people would love to get students from more underserved populations, but they just can't get them in the door. Part of it is communication; part of it is transportation."
- J) It's no secret in the advanced-math community that diversity is a problem. According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or

Hispanic student—and only a handful of girls—has ever made it to the Math Olympiad team in its 50 years of existence. Many schools simply don't prioritize academic competitions. "Do you know who we have to beat?" asked Saul. "The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm."

- K) Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts—and those who do may not have support or feel trained to lead them.
 - L) But there are initiatives in place to try to get more underrepresented students involved in accelerated math. A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. The summer after 7th grade, students spend three weeks on a college campus studying advanced math for seven hours a day. Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college. About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.
 - M) "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up', and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program. "We're trying to create that pathway." Students apply to the program directly through their schools. "We want to reach parents who are not plugged into the system," said Zaharopol.
 - N) In the past few years, Math Counts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. Schools or teachers who sign up for the National Math Club receive a kit full of activities and resources, but there's no special teacher training and no competition attached.
 - O) The Math Video Challenge is a competition, but a collaborative one. Teams of four students make a video illustrating a math problem and its real-world application. After the high-pressure Countdown round at this year's national Math Counts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos. The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. The video challenge does not put individual students on the hot seat—so it's less intimidating by design. It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as "math people".
- 36. Middle school is a crucial period when students may become keenly interested in advanced mathematics.
 - 37. Elite high school math competitions are attracting more interest throughout the United States.
 - 38. Math circles provide students with access to advanced-math training by university professors.
 - 39. Students may take advantage of online resources to learn to solve math problems.
 - 40. The summer program run by a nonprofit organization has helped many underserved students learn advanced math.
 - 41. Winners of local contests will participate in the national math competition for free.

42. Many schools don't place academic competitions at the top of their priority list.
43. Contestants of elite high school math competitions are mostly Asian and white students from well-off families.
44. Some math training programs primarily focus on raising students' math scores.
45. Some intensive summer programs are very expensive but most of them provide scholarships.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

We live today indebted to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who liberated American fashion from the confines of Parisian design. Independence came in tying, wrapping, storing, harmonizing, and rationalizing that wardrobe. These designers established the modern dress code, letting playsuits and other active wear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day. Fashion in America was logical and answerable to the will of the women who wore it. Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not.

In an earlier time, American fashion had also followed the dictates of Paris, or even copied and pirated specific French designs. Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America. Its designers were not high-end with supplementary lines. The design objective and the business commitment were to sportswear, and the distinctive traits were problem-solving ingenuity and realistic lifestyle applications. Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home. Closings were simple, practical, and accessible, as the modern woman depended on no personal maid to dress her. American designers prized resourcefulness and the freedom of women who wore the clothing.

Many have argued that the women designers of this time were able to project their own clothing values into a new style. Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel(服装) on the basis of utility. If Paris was cast aside, the tradition of beauty was also to some degree slighted. Designer sportswear would have to be verified by a standard other than that of pure beauty; the emulation of a designer's life in designer sportswear was a crude version of this relationship. The consumer was ultimately to be mentioned as well, especially by the likes of Dorothy Shaver, who could point to the sales figures at Lord & Taylor.

Could utility alone justify the new ideas of the American designers? Fashion is often regarded as a pursuit of beauty, and some cherished fashion's trivial relationship to the fine arts. What the designers of the American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. Of course these practical, insightful designers have determined the course of late twentieth-century fashion. They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

46. What contribution did the women designers make to American fashion?
- A) They made some improvements on the traditional Parisian design.
 - B) They formulated a dress code with distinctive American features.
 - C) They came up with a brand new set of design procedures.
 - D) They made originality a top priority in their fashion design.
47. What do we learn about American designer sportswear?
- A) It imitated the European model.
 - B) It laid emphasis on women's beauty.
 - C) It represented genuine American art.
 - D) It was a completely new invention.
48. What characterized American designer sportswear?
- A) Pursuit of beauty.
 - B) Decorative closings.
 - C) Ease of care.
 - D) Fabric quality.
49. What occurred in the design of women's apparel in America during the 1930s-40s?
- A) A shift of emphasis from beauty to utility.
 - B) The emulation of traditional Parisian design.
 - C) A search for balance between tradition and novelty.
 - D) The involvement of more women in fashion design.
50. What do we learn about designers of American sportswear?
- A) They catered to the taste of the younger generation.
 - B) They radically changed people's concept of beauty.
 - C) They advocated equity between men and women.
 - D) They became rivals of their Parisian counterparts.

Passage Two

Questions 51 to 55 are based on the following passage.

Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

Researchers in Germany used miniature GPS tags to track the migrations of 70 white storks(鹤) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

In the short-term, the birds seem to benefit from overwintering(过冬) on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. "For the birds it's a very convenient way to get food. There are huge clusters of organic waste they can feed on," said

Flack. The meals are not particularly appetising, or even safe. Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys.

"It's very risky. The birds can easily eat pieces of plastic or rubber bands and they can die," said Flack. "And we don't know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet."

The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia and Germany flew only as far as the Sahel.

Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills. But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on locusts(蝗虫) and other insects that can become pests if their numbers get out of hand. "They provide a useful service," said Flack.

51. What is the impact of rubbish dumps on wildlife?

- A) They have forced white storks to search for safer winter shelters.
- B) They have seriously polluted the places where birds spend winter.
- C) They have accelerated the reproduction of some harmful insects.
- D) They have changed the previous migration habits of certain birds.

52. What do we learn about birds following the traditional migration routes?

- A) They can multiply at an accelerating rate.
- B) They can better pull through the winter.
- C) They help humans kill harmful insects.
- D) They are more likely to be at risk of dying.

53. What does Andrea Flack say about the birds overwintering on rubbish dumps?

- A) They may end up staying there permanently.
- B) They may eat something harmful.
- C) They may evolve new feeding habits.
- D) They may have trouble getting adequate food.

54. What can be inferred about the Spanish birds tagged in the study?

- A) They gradually lose the habit of migrating in winter.
- B) They prefer rubbish dumps far away to those at home.
- C) They are not attracted to the rubbish dumps on their migration routes.
- D) They join the storks from Germany on rubbish dumps in Morocco.

55. What is scientists' other concern about white storks feeding on landfills?

- A) The potential harm to the ecosystem.
- B) The genetic change in the stork species.
- C) The spread of epidemics to their homeland.
- D) The damaging effect on bio-diversity.

Part IV

Translation

(30 minutes)

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

宋朝始于960年，一直延续到1279年。这一时期，中国经济大幅增长，成为世界上最先进的经济体，科学、技术、哲学和数学蓬勃发展。宋代中国是世界历史上首先发行纸币的国家。宋朝还最早使用火药并发明了活字(movable-type)印刷。人口增长迅速，越来越多的人住进城市，那里有热闹的娱乐场所。社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。

2017年6月·第2套英语六级写作·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2017年6月·第2套 英语六级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第2套(2017-06) • 六级

Part I

Directions: For this part, Suppose you are asked to give advice on *whether to attend a vocational college or a university*, write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.

【参考范文·163 词】 写作无唯一标准答案，以下为达标示范

When young people stand at the crossroads between a vocational college and a university, my advice is clear: choose the university whenever it is within reach.

Admittedly, vocational colleges have real strengths. They train practical, job-ready skills and often lead to employment faster, which appeals to students eager to earn early. However, I still believe a university offers deeper and more lasting benefits. Firstly, a university builds a broad academic foundation and cultivates critical thinking, abilities that keep paying off as careers evolve. A friend of mine who studied engineering at university was later promoted to a management role precisely because he could analyse problems, not merely operate machines. Moreover, the wider network and long-term earning potential a degree brings usually outweigh the short-term gap in starting salaries.

In contrast, narrow technical training may limit future growth once industries change. Therefore, unless a student has a strong practical calling, I would firmly recommend the university path for its broader and more enduring rewards.

【参考译文】

当年轻人站在职业院校与大学的十字路口时，我的建议很明确：只要条件够得着，就选大学。

诚然，职业院校确有其长处。它们训练实用的、能直接上岗的技能，而且往往就业更快，这对急于早点挣钱的学生很有吸引力。然而，我仍然认为大学能带来更深厚、更持久的收益。首先，大学打下宽厚的学术基础、培养批判性思维，这些能力会随着职业生涯的演进持续增值。我有一位在大学读工科的朋友，后来被提拔到管理岗位，正是因为他会分析问题，而不只是操作机器。此外，学历带来的更广人脉和长期收入潜力，通常足以抵消起薪上的短期差距。

相比之下，一旦行业发生变化，狭窄的技能训练可能限制未来的成长。因此，除非一个学生有强烈的实践志向，我会坚定地推荐走大学这条路，因为它的回报更宽广、也更持久。

【第1段】一句话完成表态。首段用 crossroads between a vocational college and a university 点出选择维度，紧接 my advice is clear: choose the university 一句直接选边，落实了开门见山亮立场的功能。

【第2段】让步转折加实例。以 Admittedly 让步承认职校长处，再用 However, I still believe 转折立主张，Firstly/Moreover 串起两条理由，中间 A friend of mine who studied engineering 一句提供了具体例证，兑现了先让步再给理由配例。

【第3段】反衬后重申。用 In contrast 点出窄技能训练的局限，再以 Therefore, unless a student has a strong practical calling 有条件地重申建议大学，完成对比反衬并收束。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

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

核心任务

在职校与大学间选边表态

本题要写一篇议论文，就 give advice on whether to attend a vocational college or a university 给出建议，核心是 state your opinion——whether 是二选一信号，必须明确站到职业院校或大学的一边，不能两边都夸、不能只做优缺点对比。

读者 • 语域

面向阅卷人的正式议论

本题只要求 write an essay to state your opinion，没有具体收信人，因此是面向阅卷人的正式书面议论文。用正式语域、第一人称亮观点即可，不要写称呼、问候或署名——那是应用文格式，套到这里就跑格式。

中心立意

力荐大学，理据长远

本篇 state your opinion 的立场定为：只要条件允许，建议选择大学，因为它带来的学术根基、思维训练与长远回报比职业院校更持久。立场一句话钉死，全篇所有理由都为它服务。

要展开的要点

1. 让步承认职校优势

先承认职业院校技能实用、就业更快，这是真实差异也是让步靶子——承认对方一点再转折，论证才显思辨而非武断。

2. 大学夯实学术与思维

大学打下宽厚的学术基础、培养批判性思维，这类能力在职业变化时仍能持续增值，配一个由学历带来晋升的例子。

3. 人脉与长远回报更高

学历带来的人际网络与长期薪资潜力，通常能抵消起薪上的短期差距，从而反衬窄口径技能训练的成长天花板。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

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

第 1 段 开门见山亮立场

点出职校与大学的抉择情境，一句话表明支持大学，回应 state your opinion。

第 2 段 让步加理由配例证

先让步承认职校优势，再转折给出大学在学术根基、人脉与长远回报上的理由，并插入一个具体例子。

第 3 段 对比反衬并重申

反衬窄技能训练的成长局限，重申建议选大学，简短收束。

第 1 段 点情境后直接选大学

描绘年轻人站在职校与大学的十字路口，随即明确建议：只要够得着，就选大学。这一句即是对 give advice on whether to attend a vocational college or a university 的正面回答。

点出选择维度 · When young people stand at the crossroads between ____ and ____, ...

亮明立场 · my advice is clear: choose ____ whenever ____.

第 2 段 承认职校快就业后论证大学更持久

先认职校技能实用、就业快；转折后给出大学夯实学术根基、培养批判性思维，并举一位大学工科毕业生因会分析问题而升任管理岗的例子，再补人脉与长远薪资潜力抵消起薪差距。

让步承认 · Admittedly, ____ have real strengths. They ____.

转折立主张 · However, I still believe ____ offers ____.

举例支撑 · A friend of mine who ____ was later ____ precisely because ____.

第 3 段 点窄技能局限后重申选大学

指出行业变化时窄口径技能训练限制成长，随后重申：除非考生有强烈的实践志向，否则建议走大学之路，因其回报更宽广持久。

对比反衬 · In contrast, ____ may ____ once ____.

重申收束 · Therefore, unless ____, I would firmly recommend ____ for ____.

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题**立场必须唯一鲜明**

核对是否真正 state your opinion——本篇从首段就锁定选大学，全篇不摇摆，才算切题；若写成两类教育优缺点对比即偏题。

结构连贯**三段各司其职**

本篇立场段—论证段—重申段分工清晰，让步转折与举例过渡自然，读者能顺着衔接词看清推进。

语言准确**让步句式用准**

本篇 While/However/precisely because 等结构须用准；举例句时态一致、搭配自然，才能在语言维拿分。

字数格式**卡死上下限不跑格式**

本题明确要求 at least 150 words but no more than 200 words，既不能不足也不能超，且须是 essay 而非书信；超一点少一点都会失分。

典型低分写法 · 反面示例与改法

两边都夸不选边

反面示例：Both vocational colleges and universities have their own advantages, so it really depends on the person. 这句只罗列优劣、拒绝选边，违背 state your opinion。应改成开门见山选边：My advice is clear: choose a university whenever it is within reach.

空喊大学好

反面示例：University is good and it is very important for students. 空泛无据。应补对比与例证：A university builds critical thinking, which helped my friend get promoted, while narrow skills alone rarely lead so far.

注水凑字超限

反面示例：University is very very important, and university is really really useful, because university helps a lot and helps very much. 同义重复注水，易撑破 at least 150 words but no more than 200 words 的上限。应改成一句有信息量的话：A university degree broadens both career options and long-term earning potential.

把议论文写成信

反面示例：Dear friend, I want to give you some advice... Yours, Li Ming. 本题要求 write an essay to state your opinion，加称呼和署名即跑格式。应删去书信框架，直接以观点句开篇。

英语六级 2017年6月·第2套 · 全卷构成

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

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 goods, 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 goods, 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

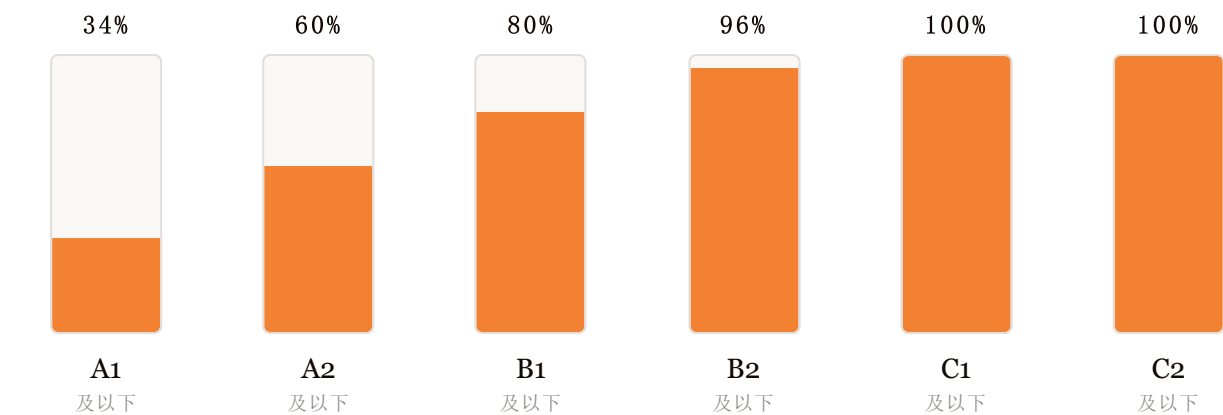
adj. 严厉的

本卷1次·真题8句

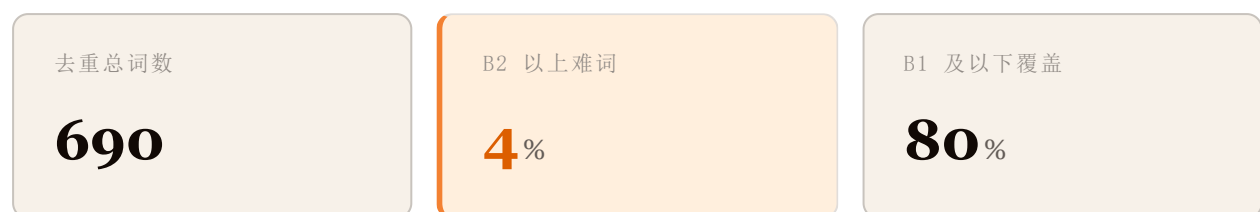
VOCABULARY • 词汇难度分布

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 →

2017年6月·第2套 英语六级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2017年6月·第2套 英语六级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、3 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第2套(2017-06) · 六级

Part III Section A

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

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often 26 to as the "first-night-effect". Researchers from Brown University found that a network in the left hemisphere of the brain "remained more active" than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of 27 was more likely to wake them up than if the noises were played into their left ear.

一项研究显示，当你在一个新地方睡觉时，你的半个大脑会保持警觉并为危险做好准备。这种现象通常被称为“第一夜效应”。Brown University的研究人员发现，大脑左半球的一个网络比右半球的网络“保持更活跃”。向志愿者的右耳播放声音（刺激左半球）比向他们的左耳播放噪音更有可能唤醒他们。

It was 28 observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a 29 environment the brain partly remains alert so that humans can defend themselves against any 30 danger.

研究人员特别观察到，在深度睡眠期间，大脑左侧更加活跃。当研究人员在第二晚和第三晚重复实验室实验时，他们发现在深度睡眠期间左半球无法以同样的方式被刺激。研究人员解释说，该研究表明当我们处于一个陌生环境中时，大脑会部分保持警觉，以便人类能够保护自己免受任何潜在危险。

The researchers believe this is the first time that the "first-night-effect" of different brain states has been 31 in humans. It isn't, however, the first time it has ever been seen. Some animal 32 also display this phenomenon. For example, dolphins, as well as other 33 animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always 34 control their breathing. Without keeping the brain active while sleeping, they would probably drown. But,

as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for 35 while asleep. It also keeps their physiological processes working.

研究人员认为这是首次在人类身上识别出不同大脑状态的"第一夜效应"。然而,这并不是第一次观察到这种现象。一些动物物种也表现出这种现象。例如,海豚以及其他海洋动物在入睡时会关闭大脑的一个半球。先前的一项研究指出,海豚总是有意识地控制它们的呼吸。如果在睡眠时不保持大脑活跃,它们可能会溺水。但是,正如人类研究表明的那样,海豚在睡眠时睁着眼睛的另一个原因是它们可以在睡觉时警惕捕食者。这也使它们的生理过程保持运作。

- | | |
|-----------------|-----------------|
| A) classified | I) potential |
| B) consciously | J) predators |
| C) dramatically | K) referred |
| D) exotic | L) species |
| E) identified | M) specifically |
| F) inherent | N) varieties |
| G) marine | O) volunteers |
| H) novel | |

26. This phenomenon is often (26) to as the "first-night-effect".

【答案】 **K) referred** (动词)

【词性槽】 be to as 固定结构, 填动词过去分词

【依据】 refer to A as B = 把 A 称作 B, 被动即 be referred to as

句意是“这种现象常被称为‘首夜效应’”, 正是固定搭配 is often (26) to as the "first-night-effect" 的填法; refer 与 to as 是死搭。

【竞争词】 A) classified classify 接 as 而非 to as, 搭配不成立

classify A as B (把 A 归类为 B) 中间没有 to, 原句明摆着是 to as, 硬填 classified 会多出一个介词 to, 搭配崩盘。

E) identified identify 也接 as, 不接 to as

be identified as 表示“被认定为”, 同样没有中间的 to; 和句中 to as 框架不吻合, 结构上直接出局。

27. Playing sounds into the right ears (stimulating the left hemisphere) of __(27)__ was more likely to wake them up

【答案】 **O) volunteers** (名词)

【词性槽】 of 后接复数名词作所有者

【依据】 实验受试者 = **volunteers**, 最贴“被研究的人”

本段讲布朗大学的研究, 给右耳播声音观察是否唤醒, 符合学术实验中“志愿者/受试者”的常用表述, 与 Researchers from Brown University found 的实验语境一致。

【竞争词】 J) predators “捕食者”与实验对象身份不符

predators 是“掠食动物”, 本段没有捕食情节, 且把声音放进捕食者耳朵也不构成实验逻辑。

L) species “物种”是抽象类属, 不与个体被试对应

species 表“物种”这个分类层级, 不会被“给右耳播放声音”这种个体操作直接作用, 语境不匹配。

N) varieties “种类/品种”过于抽象且不指人

varieties 多指品种/类型, 既不指代实验中的人, 也不与具体的“right ears”自然搭配。

28. It was __(28)__ observed that the left side of the brain was more active during deep sleep.

【答案】 **M) specifically** (副词)

【词性槽】 It was __ observed, 副词修饰动词 observed

【依据】 **specifically** = 具体地说, 引出对前句的具体说明

上一段刚说 a network in the left hemisphere of the brain "remained more active", 本句给出更细的实验观察“左脑在深度睡眠时更活跃”, 正是“具体而言/特别地观察到”的连接关系。

【竞争词】 c) dramatically “戏剧性地观察到”修饰对象错位

dramatically 描述变化幅度 (dramatically increase/change), 不修饰 observe 这种中性动作; 硬填会让“观察”这个动作带上不合理的戏剧色彩。

29. when we are in a __(29)__ environment the brain partly remains alert

【答案】 **H) novel** 形容词

【词性槽】 a __ environment, 冠词与名词之间填形容词

【依据】 **novel = new/unfamiliar, 与开篇 a new place 同义改写**

全文开头 Half of your brain stays alert and prepared for danger when you sleep in a new place, 本句正是对它的概括复述, novel environment 即“陌生新环境”, 是 new place 的同义改写, 命中六级最爱考的“同义替换”。

【竞争词】 **D) exotic “异国情调的环境”范围太窄、色彩偏旅游**

exotic 偏“异域风情”, 本文讲的是任何陌生新环境(甚至同城新酒店), 并非异国, 与 a new place 不等价。

F) inherent “固有的环境”语义不通

inherent 修饰抽象属性(risk/quality), 不修饰 environment; inherent environment 不成话。

【易错】 最具迷惑性的错误词是 **D)** —— novel 与 exotic 都含“非本地/不熟悉”味。in a __(29)__ environment 处考生易选 exotic; 防坑: 盯开篇 a new place 的同义改写——“新的”用 novel, 不一定异国情调。

30. so that humans can defend themselves against any __(30)__ danger.

【答案】 **I) potential** 形容词

【词性槽】 any __ danger, 限定词 + 名词之间是形容词

【依据】 **potential danger = 潜在危险, 是固定搭配**

“防御任何潜在危险”是英语里的死搭配; 与上句 the brain partly remains alert 警觉防御的逻辑相符——警觉是为了应对“尚未发生但可能出现”的威胁。

【竞争词】 **D) exotic “异国危险”与睡眠警觉语境无关**

exotic danger 不是常规搭配, 也与“在新住所半边大脑警觉”这种泛化场景不匹配。

F) inherent “固有危险”指向“事物本身自带”, 与本文“外来威胁”逻辑反

inherent danger 强调“内在固有”的危险(如行业风险), 而本文讲的是**陌生环境里可能出现的外部威胁**, 方向不符。

31. this is the first time that the "first-night-effect" of different brain states has been __ (31) __ in humans.

【答案】 **E) identified** (动词)

【词性槽】 has been __ in humans, 被动完成时缺过去分词

【依据】 **identify = 识别/发现/确认，与“首次在人体被发现”最贴**

句意为“这是‘首夜效应’的不同脑状态首次在人体身上被**识别/发现**”，identify 含“辨识出（某现象的存在）”，正与 the first time 的“首次发现”呼应；与上文 The researchers believe this is the first time 形成“首次识别”的语义链。

【竞争词】 **A) classified classify = 归类，但本句不在“分类”而在“发现”**

classified 强调“将.....归入某一类别”，需要有明确的类别体系；而原文说的是“首次在人身上**观察/确认**这一现象”，并非给它做分类，方向偏。

【易错】 最具迷惑性的错误词是 **A)** —— classified 与 identified 都是动词分词、都沾“认定”。考生容易在 has been __ (31) __ in humans. 选 classified；防坑：问自己“原文是在做分类，还是在做发现/识别？”——本句是“首次在人身上发现”，identify 才对位。

32. Some animal __ (32) __ also display this phenomenon.

【答案】 **L) species** (名词)

【词性槽】 Some animal __ also display, 名词作主语中心词

【依据】 **animal species = 动物物种，是固定搭配**

animal species 是英语里描述“动物物种”的标准说法，且 species 单复同形，正好对应 display 这个复数谓语；与下文 For example, dolphins, as well as other __ (33) __ animals 举例呼应——“某些动物物种也表现出该现象，例如海豚”。

【竞争词】 **N) varieties varieties 多指“品种/花色”，不指动物分类层级**

animal varieties 不是科学语境里的标准表述（varieties 常用于产品、花卉品种）；说“动物物种”地道的搭配是 species，varieties 显得不专业。

33. dolphins, as well as other __(33)__ animals, shut down one hemisphere of the brain

【答案】 **G) marine** (形容词)

【词性槽】 other __ animals, 形容词修饰名词作前置定语

【依据】 **marine animals = 海洋动物，与海豚同类**

海豚 dolphins 属于海洋哺乳动物，“以及其他海洋动物”最自然，与上下文 dolphins, as well as other __(33)__ animals 的并列结构吻合。

【竞争词】 **D) exotic “异国情调的动物”与生物学语境违和**

exotic animals 强调“外来/罕见的”，是旅游/宠物语境用语，与本段“海豚等海洋动物的睡眠机制”的科学话题不合。

F) inherent “固有的动物”语义不通

inherent 修饰抽象属性（如 inherent risk/right），不修饰生物个体；inherent animals 不成话。

34. dolphins always __(34)__ control their breathing

【答案】 **B) consciously** (副词)

【词性槽】 always 与 control 之间，副词修饰动词

【依据】 **“有意识地控制呼吸”才解释“不主动就会淹死”**

后句 Without keeping the brain active while sleeping, they would probably drown. 表明海豚必须**有意识地**控制呼吸，否则会淹死；consciously 与“保持大脑活跃”因果相连。

【竞争词】 **C) dramatically “戏剧性地控制呼吸”语义荒诞**

dramatically 描述程度变化幅度大，用于 increase/change 这类动词，搭配 control 不通，与“否则会淹死”的逻辑链也无关。

M) specifically “特别地控制呼吸”指向不明

specifically 用于“具体地说/特指”，强调精确指代，无法解释为何不睡觉就淹死，语义指向跑偏。

35. they can look out for __(35)__ while asleep

【答案】 **J) predators** (名词)

【词性槽】 look out for ____, 介词后接名词

【依据】 “留心提防捕食者”才与“保持警觉/防御危险”同向

全文主线就是 the brain partly remains alert so that humans can defend themselves against any __(30)__ danger, 海豚保持警觉的对象正是 predators 捕食者, 语义闭环。

【竞争词】 L) species “留心物种”语义空泛, 无危险所指

species 是“物种”这种中性分类词, 不带威胁色彩, 与 look out for (提防) 情感方向不匹配。

N) varieties “留心品种”不构成提防对象

varieties 同样中性偏抽象, 无法承担“被防”的语义角色。

WORD BANK • 词库分类表

15 个候选词 · 词性与词义

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

A) **classified** (动词) (形容词)

分类 (过去式/过去分词), 归类的

干扰词 • 未选用

B) **consciously** (副词)

有意识地, 主动地

用于第 34 空

C) **dramatically** (副词)

戏剧性地, 显著地

干扰词 • 未选用

D) **exotic** (形容词)

异国情调的, 外来的

干扰词 • 未选用

E) **identified** (动词) (形容词)

识别、确认 (过去式/过去分词)

用于第 31 空

F) **inherent** (形容词)

固有的, 内在的

干扰词 • 未选用

G) **marine** (形容词) (名词)

海洋的; 海军陆战队员

用于第 33 空

H) **novel** (形容词) (名词)

新奇的、陌生的; 小说

用于第 29 空

I) **potential** 形容词 名词

潜在的；潜力

用于第 30 空

J) **predators** 名词

捕食者，掠食动物（复数）

用于第 35 空

K) **referred** 动词

提及、称作（过去式/过去分词，常与 to as 搭配）

用于第 26 空

L) **species** 名词

物种（单复同形）

用于第 32 空

M) **specifically** 副词

具体地，特别地

用于第 28 空

N) **varieties** 名词

种类、品种（复数）

干扰词 · 未选用

O) **volunteers** 名词

志愿者（复数）

用于第 27 空

全文主旨

陌生环境睡觉时大脑半边警觉的“首夜效应”

全文围绕一项脑科学研究：在陌生环境入睡时，大脑左半球比右半球更警觉，以便防范潜在危险，这就是所谓的“first-night-effect”。开篇即定调——Half of your brain stays alert and prepared for danger when you sleep in a new place，随后用实验和海豚类比展开。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

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

A) **classified** 最像 31 题——但搭“归类”而非“发现”

has been __(31)__ in humans. 这里若粗看“分类/认定”似乎都行，但句子要表达的是“首次在人体身上被识别”，不是“被归类”；识破点：是否真有“类别体系”可归。

C) **dramatically** 最像 28 题——但与 observed 搭不上

It was __(28)__ observed 处考生易被 dramatically 的“显著地”迷惑而误选；识破点：dramatically 修饰幅度变化 (increase/change)，observe 不是程度变化动词。

D) **exotic** 最像 29/33 题的形容词位

在 in a __(29)__ environment 和 other __(33)__ animals 两处都因“形容词位+看着也沾边”而具迷惑性；识破点：exotic 偏“异国情调”，与本文“新住所/海洋生物”都不对路。

F) **inherent** 最像 30 题——但方向反

any __(30)__ danger 处 inherent 看上去也搭名词，但其义为“事物固有的”，本文讲的是“外部潜在的”威胁，逻辑反向；识破点：inherent 与 potential 的“内在 vs 可能”差别。

N) **varieties** 最像 32 题的 animal __ 位

Some animal __(32)__ 处 varieties 也是复数名词、词性也对，但 animal varieties 不是科普文里的标准搭配；识破点：动物分类用 species，品种用 varieties。

SENTENCE INSIGHTS · 句子精讲

3 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。

When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep.

第2段，第2句

本句结构是四六级和考研真题中的高频句式：时间状语从句 + 主句 + 宾语从句的组合，且宾语从句省略引导词 that、内含情态动词被动语态，这些都是真题常见考点。学生掌握后可广泛迁移到类似的科技文献或实验报告类阅读材料

The researchers explained that the study demonstrated when we are in a novel environment the brain partly remains alert so that humans can defend themselves against any potential danger.

第2段，第3句

宾语从句嵌套、状语从句修饰主干、引导词省略、时间状语从句位于主干之前等结构在四六级和考研英语阅读中非常常见，是典型的学术说明句式，掌握后可大量复用。

But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for predators while asleep.

第3段，第7句

本句展现的结构在考试真题中具有高度代表性：主系表加表语从句是常考句型，主句中插入状语从句的打断式结构也频繁出现，表语从句内嵌套状语从句以及状语从句的省略现象都是典型考点。掌握本句的分析方法可以直接迁移到大量同类型长难句，实用价值很高。

HIGH-FREQUENCY · 真题高频词

本篇出现的 25 个英语六级真题高频词

下列单词既在本篇英文短文中出现，又是 **英语六级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

researcher B2

n. 研究人员

本篇4次 · 真题 363 句

hemisphere C1

n. 半球（地球的一半）

本篇4次 · 真题 18 句

dolphin A2

n. 海豚

本篇3次 · 真题 41 句

network B1

n. 网络

本篇2次 · 真题 53 句

phenomenon B2

n. 现象

本篇2次 · 真题 28 句

alert B2

adj. 警觉的

本篇2次 · 真题 16 句

stimulate B2

v. 刺激

本篇2次·真题 16 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

species B2

n. 物种

本篇1次·真题 136 句

process B1

n. 过程

本篇1次·真题 126 句

potential B2

adj. 潜在的

本篇1次·真题 92 句

identify B1

v. 识别

本篇1次·真题 75 句

reveal B2

v. 揭示

本篇1次·真题 54 句

observe B2

v. 观察; 注意到

本篇1次·真题 48 句

demonstrate B2

v. 证明

本篇1次·真题 45 句

previous B1

adj. 先前的

本篇1次·真题 44 句

novel B1

n. 小说

本篇1次·真题 43 句

marine B2

adj. 海洋的

本篇1次·真题 41 句

prepared A2

adj. 准备好的

本篇1次·真题 23 句

display B1

v. 展示

本篇1次·真题 22 句

partly B1

adv. 部分地

本篇1次·真题 18 句

specifically

B2

adv. 明确地

本篇1次 · 真题 18 句

predator

B2

n. 捕食性动物，食肉动物

本篇1次 · 真题 14 句

defend

B1

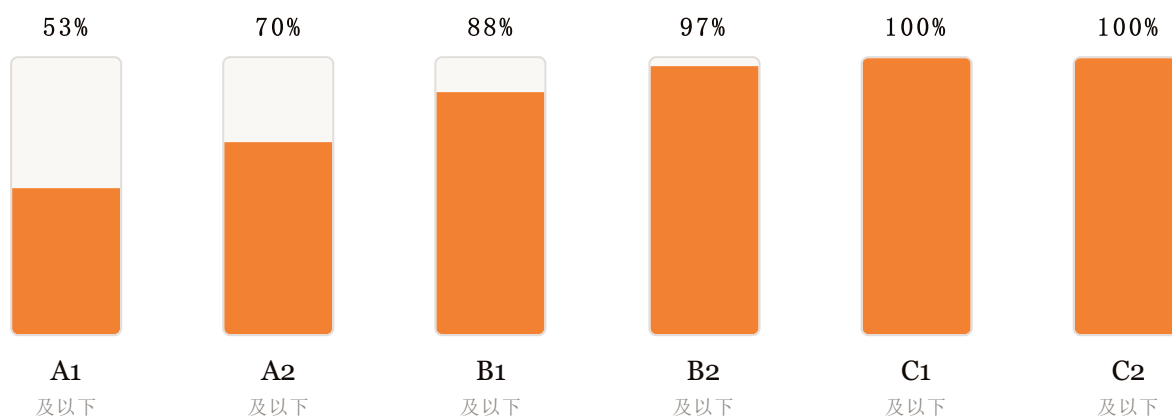
v. 保护

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 105 词按 CEFR 难度累积覆盖

带空短文去重后共 **105** 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 3 个 · 约 3%。



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 105 个 · 末柱为 100%

去重总词数

105

B2 以上难词

3%

B1 及以下覆盖

88%

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

2017年6月·第2套 英语六级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2017年6月·第2套 英语六级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 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(2017-06)·六级

Part III Section B

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

Elite Math Competitions Struggle to Diversify Their Talent Pool

A) Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

近年来，人们对精英高中数学竞赛的兴趣日益增长，鉴于去年夏天美国队在国际数学奥林匹克竞赛(IMO)中获胜——这是美国队二十多年来的首次胜利——这一趋势很可能会持续下去。

B) But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse? Many social and cultural factors play roles in determining which promising students get on the path toward international math recognition. But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

但是，这些竞赛会变得更加多元化吗？目前这些竞赛绝大多数由来自中产阶级和富裕家庭的亚裔和白人学生主导。许多社会和文化因素在决定哪些有前途的学生走上国际数学认可之路方面发挥着作用。但目前正在努力让更多黑人、西班牙裔和低收入家庭学生接触高等数学，希望高水平竞争者的人口构成最终能开始转变，变得不那么排他。

C) "The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team.

Participation grows through friends and networks and if "you realize that's how they're growing, you can start to take action" and bring in other students, he said.

去年获胜的美国数学奥林匹克队主教练罗博深说:"挑战在于,如果某些类型的人在做某事,其他人就很难打入其中。"参与度通过朋友和网络增长,如果"你意识到他们就是这样增长的,你就可以开始采取行动"并引入其他学生,他说。

- D) Most of the training for advanced-math competitions happens outside the confines of the normal school day. Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions.

大多数高等数学竞赛的训练都发生在正常上学日之外。学生们参加课后俱乐部、夏令营、在线论坛和课程,以及大学的"数学圈",为竞赛做准备。

- E) One of the largest feeders for high school math competitions—including those that eventually lead to the IMO—is a middle school program called Math Counts. About 100,000 students around the country participate in the program's competition series, which culminates in a national game-show-style contest held each May. The most recent one took place last week in Washington, D.C. Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.

高中数学竞赛——包括那些最终通向IMO的竞赛——最大的生源之一是一个名为Math Counts的初中项目。全国约有10万名学生参加该项目的系列竞赛,竞赛在每年五月举行的一场全国游戏节目式比赛中达到高潮。最近的一场比赛上周在华盛顿特区举行。学生通过学校加入一个团队,学校提供志愿教练并支付少量费用将学生送往地区和州级竞赛。进入全国竞赛的224名学生可获得全额报销的旅行。

- F) Nearly all members of last year's winning U.S. IMO team took part in Math Counts as middle school students, as did Loh, the coach. "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

去年获胜的美国IMO队的几乎所有成员在初中时都参加过Math Counts,教练罗博深也是如此。"初中是一个重要的年龄段,因为学生有足够的数学能力解决高难度问题,但他们还没有真正决定要如何度过一生,"罗博深说。"他们往往在那时被吸引住。"

- G) Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. According to Richard Rusczyk, the company founder, the six U.S. team members who competed at the IMO last year collectively took more than 40 courses on the site. Parents of advanced-math students and Math Counts coaches say the children are on the website constantly.

另一个对高等数学学生有影响力的生源是一所名为Art of Problem Solving的在线学校,该校始于约13年前,现在有1.5万名用户。学生使用论坛免费聊天、玩游戏和一起解决问题,或者他们可以支付几百美元与受过培训的教师一起上课。据公司创始人Richard Rusczyk说,去年在IMO参赛的六名美国队成员在该网站上总共学习了40多门课程。高等数学学生的家长和Math Counts教练说,孩子们一直在这个网站上。

- H) There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships. The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

还有数十个夏令营——其中许多附属于大学——旨在培养精英数学学生。有些价格昂贵——一个为期三周的强化项目可能花费4500美元或更多——但大多数提供奖学金。数学奥林匹克夏季培训项目是由美国数学协会举办的为期三周的数学夏令营,直接通向国际锦标赛,对于入选者免费。只有约50名学生根据他们在笔试和美国数学奥林匹克竞赛中的表现受邀参加。

- I) Students in university towns may also have access to another lever for involvement in accelerated math: math circles. In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends. The Los Angeles Math Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. "These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them," said Rusczyk. "Most people would love to get students from more underserved populations, but they just can't get them in the door. Part of it is communication; part of it is transportation."

大学城的学生也可能有另一个参与加速数学的途径:数学圈。在这些小组中,教授在放学后或周末向有前途的K-12学生教授高等数学数小时,这源于东欧培养年轻人才的传统。位于加州大学洛杉矶分校的洛杉矶数学圈于2007年开始时有20名学生,现在有250多名。"这些数学圈不花钱,或者学生参与的成本非常低,但你必须了解它们,"Rusczyk说。"大多数人都希望从更缺乏服务的人群中招收学生,但他们就是无法让他们进门。部分原因是沟通;部分原因是交通。

- J) It's no secret in the advanced-math community that diversity is a problem. According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or Hispanic student—and only a handful of girls—has ever made it to the Math Olympiad team in its 50 years of existence. Many schools simply don't prioritize academic competitions. "Do you know who we have to beat?" asked Saul. "The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm."

在高等数学界,多样性是一个问题已不是什么秘密。据美国数学协会竞赛主任Mark Saul说,在数学奥林匹克队存在的50年里,没有一个非裔美国人或西班牙裔学生——只有少数女孩——进入过该队。许多学校根本不优先考虑学术竞赛。"你知道我们必须击败谁吗?"Saul问道。"足球队、篮球队——那是我们在资源、学生时间、注意力、学校资金、家长努力、学校热情方面的竞争对手。

- K) Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts—and those who do may not have support or feel trained to lead them.

在没有参加数学竞赛历史的低收入城市和农村地区的教师可能不了解像Math Counts这样的高等数学机会——即使了解的人也可能没有支持或感觉没有受过培训来领导它们。

- L) But there are initiatives in place to try to get more underrepresented students involved in accelerated math. A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. The summer after 7th grade, students spend three weeks on a college

campus studying advanced math for seven hours a day. Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college. About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

但是,已有举措试图让更多代表性不足的学生参与加速数学。一个名为Bridge to Enter Mathematics的纽约市非营利组织运营一个住宿暑期项目,旨在让缺乏服务的学生(主要是黑人和西班牙裔)朝着数学和科学职业努力。在七年级后的暑假,学生在大学校园里度过三周,每天学习七小时的高等数学。在接下来的五年里,该组织帮助学生进入其他精英暑期数学项目、高水平高中,最终进入大学。到目前为止,约有250名学生完成了该项目,该项目获得Jack Kent Cooke基金会的资助。

- M) "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up', and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program. "We're trying to create that pathway." Students apply to the program directly through their schools. "We want to reach parents who are not plugged into the system," said Zaharopol.

"如果你看看美国许多低收入社区,有一些项目在为他们服务,但这些项目主要围绕'让我们提高这些孩子的成绩',而不是'让我们让这些孩子获得与更富裕的孩子相同的机会', "该项目创始人兼执行董事Daniel Zaharopol说。"我们正在努力创造那条道路。"学生直接通过学校申请该项目。"我们想接触那些没有融入体系的家长,"Zaharopol说。

- N) In the past few years, Math Counts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. Schools or teachers who sign up for the National Math Club receive a kit full of activities and resources, but there's no special teacher training and no competition attached.

在过去几年中,Math Counts增加了两个新的初中项目,试图使其参与者群体多样化——全国数学俱乐部和数学视频挑战赛。报名参加全国数学俱乐部的学校或教师会收到一个装满活动和资源的工具包,但没有特殊的教师培训,也没有附带竞赛。

- O) The Math Video Challenge is a competition, but a collaborative one. Teams of four students make a video illustrating a math problem and its real-world application. After the high-pressure Countdown round at this year's national Math Counts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos. The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. The video challenge does not put individual students on the hot seat—so it's less intimidating by design. It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as "math people".

数学视频挑战赛是一场竞赛,但是一场协作性竞赛。四名学生组成的团队制作一个视频,展示一个数学问题及其现实世界应用。在今年全国Math Counts竞赛的高压倒计时环节之后(前12名学生快速解决复杂问题进行正面交锋),数学视频挑战赛的决赛选手登台展示他们的视频。该组的人口构成与竞赛环节中的看起来大不相同——在16名视频决赛选手中,13名是女孩,8名是非裔美国学生。视频挑战赛不会让个别学生处于被审查的境地——所以从设计上来说不那么令人生畏。它还增加了艺术创造力的元素,以吸引可能不认为自己是"数学人"的新学生群体。

陈述句与逐句解析

36. Middle school is a crucial period when students may become keenly interested in advanced mathematics.

中学是学生可能对高等数学产生浓厚兴趣的关键时期。

【答案】 **F** 段 (强锚点)

【锚点】 Middle school + advanced mathematics

【定位】 "Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

Loh 说: "中学是一个很重要的年龄段, 因为学生已经具备解决高阶数学问题的能力, 但他们还没真正决定将来要做什么。" "他们往往就在这时候被迷住。"

【改写】 Middle school is a crucial period ↔ **Middle school is an important age**
crucial = important, period ≈ age

students may become keenly interested in advanced mathematics ↔ **They often get hooked then**
get hooked = 被迷住 = keenly interested

37. Elite high school math competitions are attracting more interest throughout the United States.

精英高中数学竞赛正在美国各地吸引越来越多的关注。

【答案】 **A** 段 (强锚点)

【锚点】 Elite high school math competitions 关注度上升

【定位】 Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

近年来, 人们对精英高中数学竞赛的兴趣不断上升; 考虑到去年夏天美国队在国际数学奥林匹克竞赛 (IMO) 夺冠——这是美国队二十多年来的首胜——这一趋势很可能会延续下去。

【改写】 Elite high school math competitions are attracting more interest ↔

Interest in elite high school math competitions has grown in recent years

兴趣增长 = 吸引更多兴趣 (主被动换装)

throughout the United States ↔ **last summer's U.S. win at the International Math Olympiad**
U.S. = throughout the United States

38. Math circles provide students with access to advanced-math training by university professors.

数学圈为学生提供了接受大学教授高等数学培训的机会。

【答案】 **I** 段 (强锚点)

【锚点】 Math circles + university professors

【定位】 In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends.

在这些（数学圈）小组里——它们源自东欧培养年轻人才的传统——教授们在放学后或周末给有潜力的 K-12 学生讲授数小时的高阶数学。

【改写】 Math circles provide students with access to advanced-math training ↔

professors teach promising K-12 students advanced mathematics for several hours after school or on weekends

professors teach ... advanced mathematics = provide access to advanced-math training

by university professors ↔ **professors teach promising K-12 students**

professors 来源是大学（上下文已点明）

39. Students may take advantage of online resources to learn to solve math problems.

学生可以利用在线资源学习解决数学问题。

【答案】 G 段（强锚点）

【锚点】 online resources 学解题

【定位】 Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers.

另一条对高阶数学学生很有影响的输送渠道是一所名为 Art of Problem Solving 的网络学校，它创立大约 13 年、目前有 1.5 万名用户。学生可以免费在论坛上聊天、玩游戏并共同解题，也可以花几百美元选修受过培训的教师所开的课程。

【改写】 online resources ↔ **an online school called Art of Problem Solving**

在线学校属于在线资源

learn to solve math problems ↔ **solve problems together**

solve problems = 学解数学题

【辨邻】 D online forums and classes 只是 D 段课外训练形式清单中的一项，并未具体描述“学生借此学解题”，与 learn to solve math problems 的事件层面对不上；G 段才真正展开了“在论坛上一起解题”的具体场景。

Students attend after-school clubs, summer camps, online forums and classes, and university-based "math circles", to prepare for the competitions

40. The summer program run by a nonprofit organization has helped many underserved students learn advanced math.

由一个非营利组织运营的暑期项目帮助许多缺乏服务的学生学习了高等数学。

【答案】 L 段 (强锚点)

【锚点】 nonprofit organization 的暑期项目 + underserved students

【定位】 A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers.

一家总部在纽约市、名为 Bridge to Enter Mathematics 的非营利组织开办了一个住宿式暑期项目，目标是帮助以黑人和西裔为主的弱势学生走向数学和科学领域的职业道路。

【改写】 The summer program run by a nonprofit organization ↔

A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program

summer program run by a nonprofit = 非营利组织开办的暑期项目

helped many underserved students learn advanced math ↔

residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers

underserved students 原样复现 + advanced math 由后文具体活动支撑

【辨邻】 H held by the Mathematical Association of America 这种学会主办与陈述句要求的 nonprofit organization 不是一回事；H 段的入选标准是 performance on written tests and at the USA Math Olympiad，受众是顶尖选手，而非 underserved students。

The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it.

M said Daniel Zaharopol, the founder and executive director of the program 表明 M 段只是 L 段项目的创始人接着发表观点，has helped many underserved students learn advanced math 这一事实本身仍记在 L 段。

said Daniel Zaharopol, the founder and executive director of the program

41. Winners of local contests will participate in the national math competition for free.

地方竞赛的获胜者将免费参加全国数学竞赛。

【答案】 E 段 (强锚点)

【锚点】 local contests 胜出者免费参加全国赛

【定位】 Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.

学生通过学校加入参赛队，学校提供志愿教练并交一笔象征性费用，把学生送去参加地区和州的比赛。最终晋级全国总决赛的 224 名学生获得全程免费的差旅。

【改写】 Winners of local contests ↔ **The 224 students who make it to the national competition**

晋级到全国赛者 = 地方赛胜出者

participate in the national math competition for free ↔ **get an all-expenses-paid trip**

all-expenses-paid = for free

【辨邻】 **H** The Math Olympiad Summer Training Program...and is free for those who make it 中 free 适用的是暑期训练营，而非 national math competition；选拔标准 performance on written tests and at the USA Math Olympiad 也与陈述句的"地方赛胜出"对不上。

Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

42. Many schools don't place academic competitions at the top of their priority list.

许多学校没有将学术竞赛列为优先事项。

【答案】 **J** 段（弱锚点）

【锚点】 schools 不把学术竞赛列为优先

【定位】 Many schools simply don't prioritize academic competitions.

很多学校根本就不把学术竞赛放在优先位置。

【改写】 Many schools don't place academic competitions at the top of their priority list ↔

Many schools simply don't prioritize academic competitions

don't prioritize = don't place at the top of priority list（动名互换）

【辨邻】 **K** Teachers...may not know about advanced-math opportunities like Math Counts —and those who do may not have support or feel trained to lead them 主语是 Teachers、判断是"不知道/没受过训练"，与陈述句要求的"Many schools 不把学术竞赛列入优先"在主体和判断维度都不同。

Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts

43. Contestants of elite high school math competitions are mostly Asian and white students from well-off families.

精英高中数学竞赛的参赛者大多是来自富裕家庭的亚裔和白人学生。

【答案】 **B** 段（强锚点）

【锚点】 选手主体为亚裔白人富裕家庭

【定位】 But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse?

但是，这些被亚裔和白人、来自中产与富裕家庭的学生压倒性主导的竞赛，会不会变得更加多元？

【改写】 Contestants of elite high school math competitions are mostly Asian and white students ↔

such contests, which are overwhelmingly dominated by Asian and white students

overwhelmingly dominated by = mostly are

from well-off families ↔ **from middle-class and affluent families**

middle-class and affluent → well-off (具体并列概括为上位词)

44. Some math training programs primarily focus on raising students' math scores.

一些数学培训项目主要侧重于提高学生的数学成绩。

【答案】 **M** 段 (强锚点)

【锚点】 math training programs 主要为了提分

【定位】 "If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they're primarily centered around 'Let's get these kids' grades up', and not around 'Let's get these kids access to the same kinds of opportunities as more-affluent kids,'" said Daniel Zaharopol, the founder and executive director of the program.

项目创始人兼执行主任 Daniel Zaharopol 说: "在美国很多低收入社区，确实有一些服务于这些孩子的项目，但它们的重心主要是把这些孩子的成绩提上来，而不是让他们享有和富裕家庭孩子同样的机会。"

【改写】 Some math training programs ↔ **there are programs that are serving them**

服务低收入社区的程序 = some math training programs

primarily focus on raising students' math scores ↔

they're primarily centered around 'Let's get these kids' grades up'

primarily centered around = primarily focus on; get grades up = raise math scores

【辨邻】 **L** L 段写的是 Bridge to Enter Mathematics 项目的自身做法，而陈述句 Some math training programs primarily focus on raising students' math scores 是对"其他项目"现状的批评式立场判断，源头在 M 段。

About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

45. Some intensive summer programs are very expensive but most of them provide scholarships.

一些密集的暑期项目非常昂贵,但其中大多数提供奖学金。

【答案】 **H** 段 (强锚点)

【锚点】 intensive summer programs 贵但多有奖学金

【定位】 Some are pricey—a three-week intensive program can cost \$4,500 or more—but most offer scholarships.

有些营很贵——一个为期三周的强化营可能要花 4500 美元甚至更多——但大多数都提供奖学金。

【改写】 Some intensive summer programs are very expensive ↔

Some are pricey—a three-week intensive program can cost \$4,500 or more

pricey = very expensive

but most of them provide scholarships ↔ but most offer scholarships

offer = provide, 结构对结构

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 总起段：近年精英高中数学竞赛的关注度上升，去年美国队在 IMO 夺冠（二十多年来首次），这股热潮预计延续。

信息指纹 去年美国 IMO 夺冠 + 趋势延续

B 提出问题：精英数学竞赛的参与者以亚裔和白人、中产以上家庭子女为主，缺乏多元化；正在努力让黑人、西裔与低收入学生接触高阶数学。

信息指纹 选手主体是亚裔与白人富裕家庭子女

C 教练 Po-Shen Loh 解释多元化为何难：参与是通过朋友与人脉扩散的，外人很难打入；意识到这一点就可以采取行动。

信息指纹 Loh 谈人脉壁垒

D 概述高阶数学竞赛训练的发生场合：基本都在正常上课时间之外——课后社团、暑期营、网课、大学数学圈。

信息指纹 训练发生在课外

E 介绍最大输送渠道之一 Math Counts：全国约 10 万名学生参与，5 月在华盛顿举行游戏秀风格的全国总决赛，进入决赛的 224 名学生享全程免费行程。

信息指纹 Math Counts + 224 名全国决赛选手全程免费

F 讲中学是关键年龄段：去年美国 IMO 队成员几乎都中学时参加过 Math Counts；Loh 说中学生数学能力够、却还没决定人生方向，常在此时被数学迷住。

信息指纹 中学是被数学迷住的关键期

G 另一大输送渠道是在线学校 Art of Problem Solving：约 13 年前创立、现有 1.5 万用户，免费论坛 + 付费课程；去年美国 IMO 六名队员在该网站累计选修 40 多门课。

信息指纹 在线数学学校 Art of Problem Solving

H 暑期营：很多挂靠大学，三周强化营可达 4500 美元以上，但大多提供奖学金；MOSP 由美国数学协会主办，参营免费，仅约 50 人凭笔试与 USAMO 成绩入选。

信息指纹 三周营 4500 美元但多数有奖学金

I 大学城学生的另一杠杆——数学圈：源自东欧传统，大学教授课后或周末给 K-12 学生上高阶数学；UCLA 的 LA 数学圈从 2007 年的 20 人扩展到 250 余人；成本极低但需要先知道它的存在。

信息指纹 math circles 由教授执教

J 多元化困境是公开秘密：美国数学协会竞赛部主任 Mark Saul 指出，50 年来从未有非裔或西裔学生进入奥数国家队，女生也屈指可数；很多学校并不把学术竞赛放在优先位置，要和橄榄球、篮球队抢资源。

信息指纹 学校不优先学术竞赛 + 50 年无非裔西裔进国家队

K 低收入城乡地区缺竞赛传统的老师可能根本不知道 Math Counts 这类高阶机会；即便知道也未必有支持或受过相应培训。

信息指纹 老师不知道或没能力组织高阶竞赛

L 纽约市非营利组织 Bridge to Enter Mathematics 办住宿暑期项目，专门服务以黑人和西裔为主的弱势学生：七年级后暑假三周大学校园每天七小时学高阶数学，之后五年持续辅导；迄今约 250 人完成项目，由 Jack Kent Cooke 基金会资助。

信息指纹 纽约非营利 Bridge to Enter Mathematics 住宿暑期项目

M 项目创始人 Zaharopol 指出：服务低收入社区的项目大多围绕“把成绩提上来”，而非给弱势孩子“和富裕孩子同样的机会”；他们要打造另一条通道，并直接面向不熟悉系统的家长。

信息指纹 现有项目以提分为中心而非给机会

N Math Counts 近年新增两个面向多元化的中学项目：National Math Club（发资源包但不培训无竞赛）与 Math Video Challenge。

信息指纹 Math Counts 新增 National Math Club 与 Math Video Challenge

O 详写 Math Video Challenge：四人一队拍摄数学视频，今年决赛 16 名入围者中 13 名是女生、8 名是非裔；不让单个学生独自承压，并加入艺术创意要素吸引不自认为是“数学型”的学生。

信息指纹 Math Video Challenge 的四人拍片设计

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.

B段，第3句

“in the hope that” 引导同位语从句、不定式表目的、并列谓语等都是四六级和考研阅读中的高频句式；整句结构代表了学术写作和新闻报道中常见的‘陈述措施 + 说明目的或期望’模式，具有很强的迁移性。

"The challenge is if certain types of people are doing something, it's difficult for other people to break into it," said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team.

C段，第1句

直接引语加引述动词、条件状语从句、it 作形式主语、同位语修饰，这些都是四六级和考研阅读中的高频句式。整句结构具有很强的代表性，掌握后可以迁移到大量类似长难句的分析中。

Nearly all members of last year's winning U.S. IMO team took part in Math Counts as middle school students, as did Loh, the coach.

F段，第1句

主句包含带多层定语的主语、及物动词短语谓语、宾语和方式状语，成分完整；比较从句展示了倒装结构和承前省略，适合训练学生识别特殊语序和补全省略成分的能力。

"Middle school is an important age because students have enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh.

F段，第2句

成分种类丰富且包含多个训练要点。句中涵盖倒装主句的主谓宾、主系表结构、状语从句、宾语从句、不定式短语作定语、介词短语作状语等，并列与从属关系并存。特别是倒装结构、从句嵌套、疑问词在从句中充当成分(what 作 do 的宾语)等，都是学生易混淆的高频考点，训练价值高

Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college.

L段，第4句

help sb do sth 句型是四六级和考研阅读中的高频结构，本句将其与时间状语、并列宾补结合，是典型的叙事或说明类长句模式。掌握本句的成分划分方法后，学生可迁移到大量类似句型（如 enable sb to do、allow sb to do 等），实用性强。

About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

L段，第5句

主句 + 非限制性定语从句是四六级和考研阅读中的高频句式。现在完成时在真题中常用于描述统计数据或累积结果。整体结构具有较强的代表性，掌握后可应用于大量类似句子的理解和写作。

Students apply to the program directly through their schools.

M段，第3句

"主语 + 不及物动词 + 介词短语状语" 是常见句式，apply to 搭配在真题中也时有出现，具有一定代表性，但句子过于简单、缺乏复杂修饰或从句结构，迁移价值中等。

After the high-pressure Countdown round at this year's national Math Counts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos.

O段，第3句

本句体现了四六级和考研阅读中常见的句式特征:长状语前置、定语从句嵌套修饰、不定式表目的。这种"复杂修饰 + 主句主干"的结构在学术文本和新闻报道中高频出现,掌握后可迁移到大量类似句子的理解中。

Middle school is a crucial period when students may become keenly interested in advanced mathematics.

第36题题干

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式，关系副词"when"修饰时间名词的用法频繁出现，句子结构具有较高的代表性和可迁移性，掌握后可应用于大量类似句型的分析。

HIGH-FREQUENCY • 真题高频词

本篇出现的 104 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。

advanced

B2

adj. 先进的

本篇7次 · 真题 31 句

elite

C1

n. 精英

本篇6次 · 真题 37 句

challenge B1

n. 挑战

本篇5次 · 真题 119 句

solve A2

v. 解决 (问题、困难)

本篇4次 · 真题 54 句

online A2

adj. 在线的

本篇3次 · 真题 139 句

resource B1

n. 资源

本篇3次 · 真题 119 句

access B1

n. 进入

本篇3次 · 真题 101 句

eventually B1

adv. 最终

本篇3次 · 真题 32 句

participate B1

v. 参加

本篇3次 · 真题 31 句

less A1

det. 较少的

本篇2次 · 真题 273 句

accord C1

n. (国家、团体间的) 协议

本篇2次 · 真题 167 句

community B1

n. 社区

本篇2次 · 真题 163 句

opportunity B1

n. 机会

本篇2次 · 真题 115 句

professor B1

n. 教授 (大学教师的最高职称)

本篇2次 · 真题 112 句

academic B2

adj. 学术的

本篇2次 · 真题 104 句

united B1

adj. 联合的

本篇2次 · 真题 97 句

states A1

n. 国家

本篇2次 · 真题 80 句

attract B1

v. 吸引 (注意力、兴趣)

本篇2次 · 真题 67 句

mostly B1

adv. 主要地

本篇2次·真题 59 句

aim B1

v. 瞄准

本篇2次·真题 57 句

talent B1

n. 天赋

本篇2次·真题 35 句

association B2

n. 协会

本篇2次·真题 30 句

attach B1

v. 贴上;系上;附上

本篇2次·真题 23 句

primarily B2

adv. 主要地

本篇2次·真题 21 句

founder B2

n. 创始人

本篇2次·真题 18 句

promising B2

adj. 有希望的

本篇2次·真题 15 句

mathematical B2

adj. 数学的

本篇2次·真题 10 句

intensive B2

adj. 密集的

本篇2次·真题 9 句

nonprofit B2

adj. 非营利的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 568 句

likely A2

adj. 很可能的

本篇1次·真题 228 句

focus B1

n. 重点

本篇1次·真题 200 句

system A2

n. 系统

本篇1次·真题 176 句

local A2

adj. 当地的

本篇1次·真题 143 句

individual B2

adj. 单独的

本篇1次·真题 142 句

base A2

n. 基础

本篇1次·真题 126 句

decade B1

n. 十年

本篇1次·真题 120 句

design B1

n. 设计

本篇1次·真题 119 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 119 句

factor B1

n. 因素

本篇1次·真题 108 句

career B1

n. 职业

本篇1次·真题 106 句

support A2

v. 支持

本篇1次·真题 103 句

performance B1

n. 表演

本篇1次·真题 98 句

participant B2

n. 参与者

本篇1次·真题 91 句

type A2

n. 类型

本篇1次·真题 84 句

involve B1

v. 包含

本篇1次·真题 82 句

organization B1

n. 组织

本篇1次·真题 73 句

cultural B1

adj. 文化的

本篇1次·真题 68 句

shift B1

v. 移动

本篇1次·真题 65 句

realize B1

v. 意识到, 认识到

本篇1次·真题 64 句

apply A2

v. 申请

本篇1次 · 真题 63 句

trend B1

n. 趋势

本篇1次 · 真题 63 句

determine B2

v. 决定

本篇1次 · 真题 62 句

complex B2

adj. 复杂的, 难懂的

本篇1次 · 真题 61 句

struggle B1

v. 奋斗

本篇1次 · 真题 54 句

network B1

n. 网络

本篇1次 · 真题 53 句

sign A1

n. 标志

本篇1次 · 真题 49 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次 · 真题 46 句

diversity B2

n. 多样性

本篇1次 · 真题 46 句

creativity B2

n. 创造力

本篇1次 · 真题 45 句

user A2

n. 使用者

本篇1次 · 真题 42 句

interested A1

adj. 感兴趣的

本篇1次 · 真题 41 句

campus B1

n. (大学或学院的) 校园

本篇1次 · 真题 40 句

priority B2

n. 优先事项

本篇1次 · 真题 39 句

compete B1

v. 竞争

本篇1次 · 真题 36 句

rural B1

adj. 乡村的, 农村的

本篇1次 · 真题 35 句

site A2

n. 地点

本篇1次·真题 34 句

series B1

n. 系列

本篇1次·真题 33 句

executive B2

n. 主管;经理;管理人员

本篇1次·真题 32 句

funding B2

n. 资金

本篇1次·真题 32 句

constantly B1

adv. 不断地, 持续地

本篇1次·真题 31 句

recognition B2

n. 认可

本篇1次·真题 31 句

stage A2

n. 阶段

本篇1次·真题 31 句

urban B2

adj. 城市的, 都市的

本篇1次·真题 31 句

expose B2

v. 使暴露

本篇1次·真题 30 句

tradition B1

n. 传统

本篇1次·真题 30 句

directly B1

adv. 直接地

本篇1次·真题 29 句

transportation B1

n. 交通运输 (系统)

本篇1次·真题 28 句

application B1

n. 申请

本篇1次·真题 26 句

accelerate B2

v. 加速

本篇1次·真题 25 句

foundation B2

n. 基础;根基

本篇1次·真题 25 句

initiative B2

n. 主动性

本篇1次·真题 25 句

diverse B2

adj. 多种多样的

本篇1次·真题 24 句

element B1

n. 要素

本篇1次·真题 24 句

fee B1

n. 费用

本篇1次·真题 24 句

crucial B2

adj. 至关重要的

本篇1次·真题 21 句

capability B2

n. 能力

本篇1次·真题 20 句

involved B1

adj. 参与的

本篇1次·真题 20 句

prioritize B2

v. 优先处理

本篇1次·真题 19 句

collaborative C1

adj. 合作的

本篇1次·真题 17 句

dominate B2

v. 控制

本篇1次·真题 17 句

existence B2

n. 存在;生存

本篇1次·真题 15 句

illustrate B2

v. 说明

本篇1次·真题 15 句

influential B2

adj. 有影响力的;有权势的

本篇1次·真题 15 句

involvement B2

n. 参与

本篇1次·真题 15 句

artistic B2

adj. 艺术的

本篇1次·真题 14 句

participation B2

n. 参与

本篇1次·真题 13 句

affluent C1

adj. 富裕的, 充足的

本篇1次·真题 12 句

chat

A2

v. 聊天, 闲谈

本篇1次 · 真题 12 句

handful

B1

n. 一把;少量

本篇1次 · 真题 11 句

confine

C1

v. 限制

本篇1次 · 真题 10 句

enthusiasm

B2

n. 热情

本篇1次 · 真题 10 句

lever

B2

n. 杠杆

本篇1次 · 真题 10 句

regional

B2

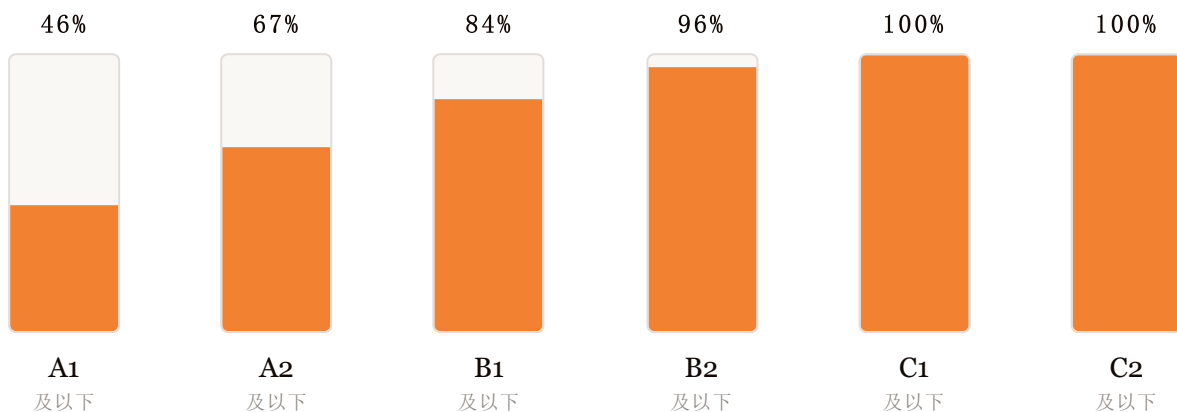
adj. 地区的

本篇1次 · 真题 9 句

VOCABULARY · 词汇难度分布

全文 364 词按 CEFR 难度累积覆盖

全文去重后共 **364** 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 14 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 364 个 · 末柱为 100%

去重总词数

364

B2 以上难词

4%

B1 及以下覆盖

84%

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

2017年6月·第2套 英语六级阅读理解（四选一） 第1篇·46–50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2017年6月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1–P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2017-06) • 六级

Part III Section C (1)

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

Passage One

Questions 46 to 50 are based on the following passage.

P1 We live today indebted to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who liberated American fashion from the confines of Parisian design. Independence came in tying, wrapping, storing, harmonizing, and rationalizing that wardrobe. These designers established the modern dress code, letting playsuits and other active wear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day. Fashion in America was logical and answerable to the will of the women who wore it. Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not.

我们今天的生活受益于McCardell、Cashin、Hawes、Wilkins、Maxwell以及其他将美国时尚从巴黎设计的束缚中解放出来的女性。独立性体现在衣橱的系结、包裹、储存、协调和合理化上。这些设计师确立了现代着装规范，让运动装和其他运动休闲服装足以应对日常穿着，允许裤装进入衣橱，并在着装中推崇理性主义和多功能性，这与为特定场合或一天中特定时段着装的做法相矛盾。美国时尚是合乎逻辑的，并且回应穿着它的女性的意愿。无论是隐含还是明确，美国时尚面向的是民主，而传统的以巴黎为基础时尚则是规定性的，强加于女性身上，无论她们愿意与否。

P2 In an earlier time, American fashion had also followed the dictates of Paris, or even copied and pirated specific French designs. Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America. Its designers were not high-end with supplementary lines. The design objective and the business commitment were to sportswear, and the

distinctive traits were problem-solving ingenuity and realistic lifestyle applications. Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home. Closings were simple, practical, and accessible, as the modern woman depended on no personal maid to dress her. American designers prized resourcefulness and the freedom of women who wore the clothing.

在更早的时期,美国时尚也曾遵循巴黎的指令,甚至复制和盗版具体的法国设计。设计师运动装并非像后来的“现代艺术”那样以欧洲为范本;它是在美国真正发明和发展起来的。它的设计师们并非拥有附属产品线的高端品牌。设计目标和商业承诺都是针对运动装的,其显著特征是解决问题的独创性和现实的生活方式应用。易于打理是最重要的:夏季连衣裙和套装尤其主要采用棉质面料,能够方便地在家中洗涤和熨烫。衣服的开合简单、实用且易于操作,因为现代女性不依赖私人女仆来为她穿衣。美国设计师重视足智多谋以及穿着这些服装的女性的自由。

P3 Many have argued that the women designers of this time were able to project their own clothing values into a new style. Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel(服装) on the basis of utility. If Paris was cast aside, the tradition of beauty was also to some degree slighted. Designer sportswear would have to be verified by a standard other than that of pure beauty; the emulation of a designer's life in designer sportswear was a crude version of this relationship. The consumer was ultimately to be mentioned as well, especially by the likes of Dorothy Shaver, who could point to the sales figures at Lord & Taylor.

许多人认为,这一时期的女性设计师能够将她们自己的服装价值观投射到一种新风格中。当然,在20世纪30至40年代,这一论点的提出在很大程度上是因为在以实用性为基础来证明服装的合理性方面几乎没有或根本没有经验。如果巴黎被抛弃,美的传统在某种程度上也受到了轻视。设计师运动装必须通过纯粹美之外的标准来验证;在设计师运动装中对设计师生活的仿效是这种关系的粗糙版本。消费者最终也要被提及,尤其是像Dorothy Shaver这样的人,她可以指出Lord & Taylor的销售数字。

P4 Could utility alone justify the new ideas of the American designers? Fashion is often regarded as a pursuit of beauty, and some cherished fashion's trivial relationship to the fine arts. What the designers of the American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. Of course these practical, insightful designers have determined the course of late twentieth-century fashion. They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

单凭实用性就能证明美国设计师的新理念是合理的吗?时尚通常被视为对美的追求,一些人珍视时尚与美术之间微不足道的关系。美国运动装设计师们所证明的是,时尚是一门真正的设计艺术,回应服务的严苛需求。当然,这些务实而富有洞察力的设计师决定了20世纪后期时尚的走向。她们是性别平等的先驱,她们实用、适应性强的服装既为大众制造,又能够实现自我表达。

题目与逐题解析

46. What contribution did the women designers make to American fashion?

- A) They made some improvements on the traditional Parisian design.
- B) They formulated a dress code with distinctive American features.
- C) They came up with a brand new set of design procedures.
- D) They made originality a top priority in their fashion design.

女性设计师对美国时尚做出了什么贡献？

- A) 她们对传统的巴黎设计进行了一些改进。
- B) 她们制定了具有鲜明美国特色的着装规范。
- C) 她们提出了一套全新的设计程序。
- D) 她们把原创性作为时装设计的首要任务。

【答案】 **B** (细节题)

【判型】 What contribution did the women designers make to American fashion? 问的是已发生的客观事实贡献，不含 infer/suggest/imply 一类推断信号，属典型细节题。

【拆句】 Q46 是疑问句 What contribution did A make to B 的标准句式，主干 women designers made contribution to American fashion，结构平铺直叙、无陷阱。

【定位】 These designers established the modern dress code, letting playsuits and other active wear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day.

这些设计师建立了现代着装规则，让连体运动装等活动便服足以充当休闲服，让长裤走进衣橱，崇尚穿着的理性与多用途，反对按场合或一天的时段穿衣。

【选项】 A) **与原文相反**

made some improvements on the traditional Parisian design 称是在巴黎设计基础上改良，但 liberated American fashion from the confines of Parisian design 明确说是「挣脱」巴黎设计，不是改良延续。

B) **✓ 正确**

These designers established the modern dress code ↔ **They formulated a dress code**
liberated American fashion from the confines of Parisian design ↔
with distinctive American features

预判「建立规则」与 formulated a dress code 完全对位，且「区别于巴黎」对应 distinctive American features，是定位句的双重同义替换。

C) **无中生有**

came up with a brand new set of design procedures 指「全新的设计流程」，原文谈的是着装规则与穿着理念，从未涉及「设计流程」这一对象。

D) **偷换概念**

made originality a top priority in their fashion design 把贡献偷换为「把原创性当首要追求」，原文强调的是 prizing rationalism and versatility——理性与多用途，而非「原创」。

47. What do we learn about American designer sportswear?

- A) It imitated the European model.
- B) It laid emphasis on women's beauty.
- C) It represented genuine American art.
- D) It was a completely new invention.

关于美国设计师运动装,我们了解到什么?

- A) 它模仿了欧洲模式。
- B) 它强调女性的美。
- C) 它代表了真正的美国艺术。
- D) 它是一项全新的发明。

【答案】 D (细节题)

【判型】 What do we learn about American designer sportswear? 问对象的客观属性, 不含 infer/imply, 是「请读出原文怎么说」的细节题。

【拆句】 Q47 主干 we learn about American designer sportswear, about 引出话题对象, 结构简单、无陷阱。

【定位】 Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America.

设计师运动装并不像后来「现代艺术」那样以欧洲为模板, 它是地地道道在美国发明并发展起来的。

【选项】 A) 与原文相反

imitated the European model 称「模仿欧洲模式」, 但原文 was not modeled on that of Europe 明确否定这一点。

B) 偷换概念

laid emphasis on women's beauty 把重点偷换为「女性之美」, 但本段强调的是 problem-solving ingenuity and realistic lifestyle applications——实用而非美。

C) 偷换概念

represented genuine American art 把「在美国地道发明的运动装」偷换为「真正的美国艺术」, 原文 as "modern art" would later be 反而是把 sportswear 与 modern art 区分开来, 并未把 sportswear 称作艺术。

D) ✓ 正确

it was genuinely invented and developed in America ↔ **It was a completely new invention**

预判「美国地道发明」与 a completely new invention 的名词化表述完全等值, 是定位句的标准同义改写。

48. What characterized American designer sportswear?

- A) Pursuit of beauty.
- B) Decorative closings.
- C) Ease of care.
- D) Fabric quality.

美国设计师运动装有什么特点？

A) 追求美感。 B) 装饰性的纽扣。 C) 易于打理。 D) 面料质量。

【答案】 C (细节题)

【判型】 What characterized American designer sportswear? 是问哪条属性是它的特征，是属性匹配类细节题。

【拆句】 Q48 主干 What characterized X, 疑问代词 what 作主语，结构简单。

【定位】 Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home.

易于打理最为重要：夏季连衣裙和服装尤其以棉质为主，在家就能轻松洗烫。

【选项】 A) 答非所问

Pursuit of beauty 不是本段为运动装定义的特征；本段的对照面恰恰是「设计师以实用、易打理来打破传统时装对美的单一追求」。

B) 与原文相反

Decorative closings 称「装饰性的开合设计」，但原文 Closings were simple, practical, and accessible 明确说开合是简洁实用、易操作，与「装饰性」相反。

C) ✓ 正确

Ease of care was most important ↔ **Ease of care**

预判 Ease of care 与定位句 Ease of care was most important 一字不差，是最直接的特征匹配。

D) 以偏概全

Fabric quality 称「面料品质」，原文虽提到 chiefly cotton，但这只是 ease of care 的下属支撑细节，是为「易打理」服务的，而非被标举为整体特征。

49. What occurred in the design of women's apparel in America during the 1930s-40s?

- A) A shift of emphasis from beauty to utility.
- B) The emulation of traditional Parisian design.
- C) A search for balance between tradition and novelty.
- D) The involvement of more women in fashion design.

20世纪30至40年代美国女装设计发生了什么？

A) 重点从美观转向实用。 B) 对传统巴黎设计的效仿。 C) 在传统与新颖之间寻求平衡。
D) 更多女性参与时装设计。

【答案】 A (细节题)

【判型】 What occurred in the design of women's apparel in America during the 1930s-40s?
问的是该时段发生了什么客观事件，是细节题。

【拆句】 Q49 疑问句 what 作主语，介词短语 in the design of women's apparel + in America + during the 1930s-40s 三层状语并列限定，结构略繁但语义清晰。

【定位】 Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel(服装) on the basis of utility. If Paris was cast aside, the tradition of beauty was also to some degree slighted.

当然，1930-40 年代这一论争之所以被推到台面，是因为当时几乎没有以「实用」为衣服辩护的先例。一旦撇开巴黎，「美」的传统也在一定程度上被冷落了。

【选项】 A) ✓ 正确

much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel(服装) on the basis of utility

↔ A shift of emphasis from beauty to utility

If Paris was cast aside, the tradition of beauty was also to some degree slighted ↔ from beauty
预判「美让位实用」与 A shift of emphasis from beauty to utility 完全对位；A 选项的 from/to 双向结构精准地承接了原文「美冷落 + 实用兴起」的双向对照。

B) 与原文相反

The emulation of traditional Parisian design 称「效仿传统巴黎设计」，但原文 If Paris was cast aside 与首段 liberated American fashion from the confines of Parisian design 都明确否认这一方向。

C) 无中生有

A search for balance between tradition and novelty 称「在传统与新异之间寻求平衡」，但原文给出的是「明显的方向性替代」（美让位实用），并无任何「寻求平衡」的表述。

D) 偷换概念

The involvement of more women in fashion design 把发生的事偷换为「更多女性参与设计」，但原文并未把 1930-40 年代描述为女性参与人数增加的时段；女设计师群体在首段就已作为既定背景登场，本段聚焦的是「美 vs 实用」的论辩。

50. What do we learn about designers of American sportswear?

- A) They catered to the taste of the younger generation.
- B) They radically changed people's concept of beauty.
- C) They advocated equity between men and women.
- D) They became rivals of their Parisian counterparts.

关于美国运动装设计师,我们了解到什么?

- A) 她们迎合了年轻一代的品味。 B) 她们从根本上改变了人们的审美观念。 C) 她们倡导男女平等。
- D) 她们成为巴黎同行的竞争对手。

【答案】 C (细节题)

【判型】 What do we learn about designers of American sportswear? 问的是对设计师群体的客观陈述，不含 infer/imply，仍走细节题路径但定位区间偏向末段总评。

【拆句】 Q50 主干 we learn about designers of American sportswear, about 引出话题对象，与第 47 题同结构、无陷阱。

【定位】 They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

他们是性别平等的先驱——他们那些实用、可适应的衣服既面向大众，又能用于自我表达。

【选项】 A) **无中生有**

catered to the taste of the younger generation 称「迎合年轻一代品味」，原文从未提及「年轻人」或「世代差异」这一维度。

B) **过度推断**

radically changed people's concept of beauty 把「证明时装是实用设计艺术」推到「彻底改变人们的美学观念」上去，跨度过大。原文 fashion is a genuine design art, answering to the demanding needs of service 强调的是「时装的设计艺术属性以服务为本」，不等于「彻底改变了大众的美学观念」。

C) **✓ 正确**

They were the pioneers of gender equity ↔ **They advocated equity between men and women** 预判「倡导性别平等」与 advocated equity between men and women 完全对位，是末段升华句的标准同义改写。

D) **无中生有**

became rivals of their Parisian counterparts 称「成为巴黎同行的竞争对手」，原文一直说的是「美国时装从巴黎设计中解放出来」「设计师运动装不师从欧洲」，强调的是独立而非对抗式竞争，从未出现 rivalry 的表述。

SENTENCE INSIGHTS • 句子精讲

7 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。

These designers established the modern dress code, letting playsuits and other active wear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day.

第1段，第3句

本句结构非常典型：主句 + 多个并列分词短语作伴随或方式状语是学术写作和考试阅读中的高频句式，用于详细说明主句动作的具体表现或方式，这种结构在四六级和考研阅读中经常出现，掌握后可大量复用于理解类似长句

Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not.

第1段，第5句

whereas 引导的并列对比结构在四六级和考研阅读中较为常见，用于对比两种观点、现象或事物。本句的并列谓语（"was prescriptive and imposed"）和被动语态也是常考句式。句首状语（"Implicitly or explicitly"）的使用也符合学术写作的典型模式。掌握本句结构后，可迁移到类似的对比论证句中，代表性较强。

Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home.

第2段，第5句

本句在成分划分方面有一定训练价值。第二个主句包含并列表语、插入语、后置定语（介词短语）等多种成分，且表语部分的"capable of being washed and pressed"涉及形容词短语与介词短语的配合，可以帮助学生练习识别并列表语和修饰结构。但第一个主句过于简单，且整句没有涉及定语从句、状语从句等更复杂的成分类型，因此训练价值中等偏上。

Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying apparel(服装) on the basis of utility.

第3段，第2句

主句使用被动语态搭配原因状语从句，从句内部使用存在句结构，这是学术文本和历史叙述中的典型句式。被动语态淡化施事者、突出动作承受者，存在句描述背景状况，这种组合在四六级和考研阅读中频繁出现，具有较高的代表性。

What the designers of the American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service.

第4段，第3句

本句同时涵盖主语从句、表语从句、系表结构、分词状语等多种成分,尤其是名词性从句充当主语和表语这两个易错点,非常适合成分划分训练

They came up with a brand new set of design procedures.

第46题，C

简单句在真题中占比不高，且本句结构过于基础，缺乏从句、并列或复杂修饰等高频考点，作为真题句式代表性一般。短语动词 "came up with" 虽常见，但整体句式迁移价值中等。

It laid emphasis on women's beauty.

第47题，B

主谓宾结构是英语最基本句型，具有一定代表性，且 lay emphasis on 是四六级和考研阅读中偶尔出现的固定搭配。但整体句式过于简单，缺少从句、复杂修饰或并列结构，作为真题句式的典型性中等。

HIGH-FREQUENCY • 真题高频词

本篇出现的 81 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。

designer

B1

n. 设计师

本篇15次 · 真题 27 句

fashion

B1

n. 时尚;流行款式

本篇12次 · 真题 51 句

design

B1

n. 设计

本篇10次 · 真题 119 句

beauty

A2

n. 美

本篇6次 · 真题 53 句

clothing A2

n. 衣服

本篇4次 · 真题 26 句

traditional B1

adj. 传统的

本篇3次 · 真题 84 句

utility B2

n. 实用性

本篇3次 · 真题 11 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 568 句

relationship B1

n. 关系

本篇2次 · 真题 168 句

code B1

n. 代码

本篇2次 · 真题 50 句

practical B1

adj. 实际的

本篇2次 · 真题 42 句

tradition B1

n. 传统

本篇2次 · 真题 30 句

capable B1

adj. 有能力的

本篇2次 · 真题 21 句

justify B2

v. 证明...有道理

本篇2次 · 真题 19 句

emphasis B2

n. 强调

本篇2次 · 真题 18 句

equity C1

n. (公司的) 股本, 股权

本篇2次 · 真题 14 句

distinctive B2

adj. 独特的

本篇2次 · 真题 10 句

outfit B1

n. 全套服装

本篇2次 · 真题 10 句

genuine B2

adj. 真的

本篇2次 · 真题 9 句

consumer B1

n. 消费者

本篇1次 · 真题 165 句

project A2

n. 项目

本篇1次·真题 116 句

argue B1

v. 争论

本篇1次·真题 106 句

later A1

adv. 以后, later

本篇1次·真题 87 句

shift B1

v. 移动

本篇1次·真题 65 句

determine B2

v. 决定

本篇1次·真题 62 句

occur B1

v. 发生, 出现

本篇1次·真题 62 句

generation B2

n. 一代人

本篇1次·真题 60 句

concept B2

n. 概念

本篇1次·真题 59 句

specific B2

adj. 具体的

本篇1次·真题 59 句

figure A2

n. 数字

本篇1次·真题 58 句

advocate B2

v. 拥护

本篇1次·真题 55 句

feature B1

n. 特征

本篇1次·真题 55 句

particular B2

adj. 特定的

本篇1次·真题 52 句

argument B1

n. 争论

本篇1次·真题 51 句

balance B1

n. 平衡

本篇1次·真题 49 句

advance B1

v. 前进

本篇1次·真题 48 句

represent B1

v. 代表

本篇1次·真题 45 句

mass B1

n. 大量

本篇1次·真题 44 句

style A2

n. 方式

本篇1次·真题 44 句

completely B1

adv. 完全地

本篇1次·真题 43 句

lifestyle B1

n. 生活方式

本篇1次·真题 43 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 42 句

priority B2

n. 优先事项

本篇1次·真题 39 句

trait B2

n. 特征

本篇1次·真题 39 句

basis B2

n. 基础;根据

本篇1次·真题 37 句

brand B1

n. 品牌, 商标

本篇1次·真题 37 句

improvement B1

n. 改进

本篇1次·真题 36 句

ultimately B2

adv. 最终;终归

本篇1次·真题 34 句

press A2

v. 按, 压

本篇1次·真题 30 句

gender B1

n. 性别 (社会文化意义上的)

本篇1次·真题 28 句

application B1

n. 申请

本篇1次·真题 26 句

freedom B1

n. 自由

本篇1次·真题 26 句

willing B1

adj. 愿意的, 乐意的

本篇1次·真题 26 句

accessible B2

adj. 可到达的

本篇1次·真题 25 句

pursuit B2

n. 追求

本篇1次·真题 25 句

commitment B2

n. 承诺

本篇1次·真题 23 句

version B1

n. 版本

本篇1次·真题 22 句

contribution B2

n. 贡献

本篇1次·真题 21 句

aside B1

adv. 在旁边;到旁边

本篇1次·真题 20 句

objective B2

n. 目标

本篇1次·真题 19 句

counterpart C1

n. 对应的人或物

本篇1次·真题 17 句

occasion B1

n. 场合

本篇1次·真题 16 句

ease B1

n. 容易

本篇1次·真题 15 句

independence B2

n. 独立;自主

本篇1次·真题 15 句

involvement B2

n. 参与

本篇1次·真题 15 句

whereas B2

sc. 然而

本篇1次·真题 15 句

characterize C1

v. 是...的特征

本篇1次·真题 14 句

cater B2

v. 提供餐饮服务

本篇1次·真题 13 句

impose B2

v. 强制实行

本篇1次·真题 13 句

procedure B2

n. 程序

本篇1次·真题 13 句

imitate B2

v. 模仿;仿效(行为、声音、方式等)

本篇1次·真题 12 句

realistic B2

adj. 现实的

本篇1次·真题 12 句

demanding B2

adj. 要求高的

本篇1次·真题 11 句

rival B2

n. 竞争对手

本篇1次·真题 11 句

confine C1

v. 限制

本篇1次·真题 10 句

readily B2

adv. 乐意地

本篇1次·真题 10 句

cast B2

v. 投掷

本篇1次·真题 9 句

slight B2

adj. 轻微的

本篇1次·真题 9 句

formulate C1

v. 制定

本篇1次·真题 8 句

radically C1

adv. 根本地

本篇1次·真题 8 句

wrap B1

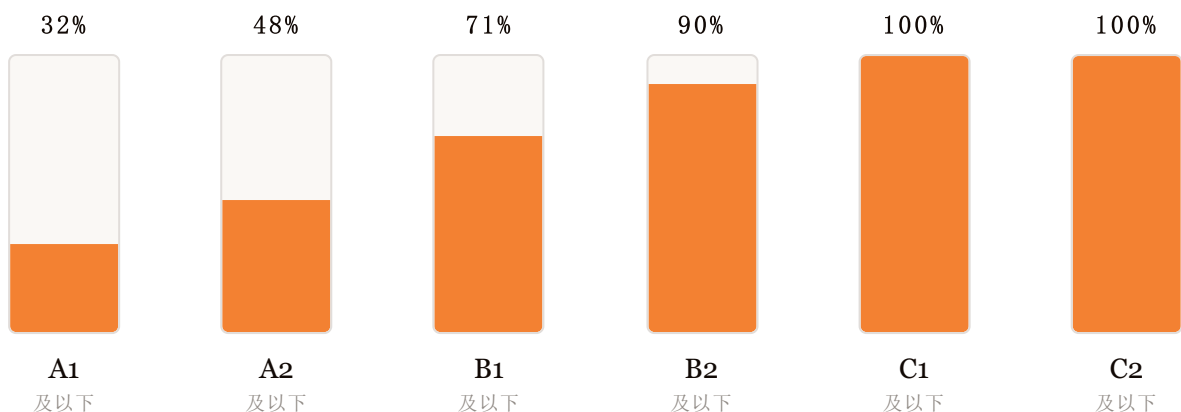
v. 包

本篇1次·真题 8 句

VOCABULARY • 词汇难度分布

全文 221 词按 CEFR 难度累积覆盖

全文去重后共 221 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 23 个·约 10%。



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

2017年6月·第2套 英语六级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2017年6月·第2套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第2套(2017-06) · 六级

Part III Section C (2)

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

Passage Two

Questions 51 to 55 are based on the following passage.

P1 Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

大规模的垃圾堆和不断扩张的垃圾填埋场构成了人类对野生动物造成的较为令人不安的影响之一。它们导致一些鸟类放弃了迁徙。这些鸟类不再飞行数千英里寻找食物,而是将废弃场所作为它们的冬季觅食地。

P2 Researchers in Germany used miniature GPS tags to track the migrations of 70 white storks(鹤) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

德国的研究人员使用微型GPS标签追踪了来自欧洲和亚洲不同地点的70只白鹤在其生命最初五个月的迁徙情况。虽然许多鸟类沿着众所周知的路线飞往温暖的气候区,但其他鸟类中途停留,在垃圾填埋场过冬,以食物垃圾和在垃圾堆上大量繁殖的昆虫为食。

P3 In the short-term, the birds seem to benefit from overwintering(过冬) on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. "For the birds it's a very convenient way to get food. There are huge clusters of organic waste they can feed on," said Flack. The meals are not particularly appetising, or even safe.

Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys.

短期来看,鸟类似乎从在垃圾场过冬中受益。Max Planck研究所的Andrea Flack发现,遵循传统迁徙路线的鸟类比仅飞到摩洛哥北部并在那里的垃圾场过冬的德国白鹳更有可能死亡。Flack说:"对鸟类来说,这是一种非常便利的获取食物的方式。那里有大量的有机废物可供它们觅食。"然而这些食物并不特别美味,甚至不安全。大部分废物是被丢弃的腐烂肉类,混杂着塑料袋和旧玩具等其他人类垃圾。

P4 "It's very risky. The birds can easily eat pieces of plastic or rubber bands and they can die," said Flack. "And we don't know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet."

Flack说:"这非常危险。鸟类很容易吃到塑料碎片或橡皮筋,它们可能会因此死亡。而且我们不知道长期后果。它们可能吃到有毒物质并损害健康。我们目前还无法估计。"

P5 The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia and Germany flew only as far as the Sahel.

科学家们追踪了来自欧洲和非洲不同栖息地的白鹳。来自俄罗斯、希腊和波兰的白鹳飞到了南非,而来自西班牙、突尼斯和德国的白鹳只飞到了萨赫勒地区。

P6 Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

伊比利亚半岛上的垃圾填埋场长期以来一直吸引着当地的白鹳,但研究中标记的所有西班牙鸟类都飞越了撒哈拉沙漠前往西萨赫勒地区。科学家们在该期刊上撰文描述了来自德国的白鹳明显受到废弃场所存在的影响,在存活至少五个月的六只鸟类中,有四只在摩洛哥北部的垃圾场过冬,而不是迁徙到萨赫勒地区。

P7 Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills. But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on locusts(蝗虫) and other insects that can become pests if their numbers get out of hand. "They provide a useful service," said Flack.

Flack表示,现在判断充足食物的好处是否超过在垃圾填埋场觅食的风险还为时过早。但这不是唯一的不确定性。迁徙鸟类在家园和冬季目的地都会影响生态系统,打乱传统路线可能会产生意想不到的副作用。白鹳以蝗虫和其他昆虫为食,如果这些昆虫的数量失控,它们可能会成为害虫。Flack说:"它们提供了有用的服务。"

题目与逐题解析

51. What is the impact of rubbish dumps on wildlife?

- A) They have forced white storks to search for safer winter shelters.
- B) They have seriously polluted the places where birds spend winter.
- C) They have accelerated the reproduction of some harmful insects.
- D) They have changed the previous migration habits of certain birds.

垃圾场对野生动物有什么影响？

- A) 它们迫使白鹳寻找更安全的越冬栖息地。
- B) 它们严重污染了鸟类过冬的地方。
- C) 它们加速了某些有害昆虫的繁殖。
- D) 它们改变了某些鸟类先前的迁徙习性。

【答案】 D (细节题)

【判型】 What is the impact of rubbish dumps on wildlife?问的是一个具体客观事实——X对Y产生了什么影响，不带infer / suggest / imply类信号词。

【拆句】 主干是What is the impact of rubbish dumps on wildlife?——What作表语提问，主语是the impact, of rubbish dumps是impact的修饰（影响的发出者），on wildlife是impact的指向对象（影响的承受者）。句子平铺直叙，无陷阱。

【定位】 Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

巨大的垃圾堆和肆意扩张的填埋场，是人类对野生动物造成的较为令人不安的影响之一。它们已经导致一些鸟类放弃迁徙。这些鸟不再飞越数千英里去寻找食物，而是把垃圾场当成它们的越冬觅食地。

【选项】 A) 与原文相反

They have forced white storks to search for safer winter shelters.说鸟去寻找「更安全的」避寒处，但原文明说鸟把垃圾场当作winter feeding grounds，且垃圾场被Flack描述为very risky，恰恰不安全，与原文相反。

B) 无中生有

They have seriously polluted the places where birds spend winter.说垃圾场严重污染了鸟的越冬地，但原文谈的是「垃圾场本身成了越冬地」，并未说垃圾场污染了「鸟原本的越冬地」，无对应。

C) 张冠李戴

They have accelerated the reproduction of some harmful insects.说垃圾场加速了害虫繁殖，但White storks feed on locusts and other insects that can become pests的主语是white storks以蝗虫等为食，谈的是鸟为生态服务的作用；「加速繁殖」既未提，主语也错位。

D) ✓ 正确

led some birds to give up on migration ↔

changed the previous migration habits of certain birds

预判要的是「让鸟不再迁徙」，changed the previous migration habits of certain birds正是这层意思的上位表述（「放弃」是「改变」的子集），且无其他选项触及「迁徙习惯」。

52. What do we learn about birds following the traditional migration routes?

- A) They can multiply at an accelerating rate.
- B) They can better pull through the winter.
- C) They help humans kill harmful insects.
- D) They are more likely to be at risk of dying.

关于遵循传统迁徙路线的鸟类,我们了解到什么?

- A) 它们能够以加快的速度繁殖。 B) 它们能够更好地熬过冬天。 C) 它们帮助人类消灭有害昆虫。
D) 它们更有可能面临死亡风险。

【答案】 D (细节题)

【判型】 What do we learn about birds following the traditional migration routes?问的是关于某类鸟的客观陈述，是细节复现题。

【拆句】 主干What do we learn about birds, following the traditional migration routes是现在分词短语作birds的后置定语，限定「哪类鸟」——是「走传统迁徙路线的」那一类，与「停在垃圾场过冬」的那一类对比。

【定位】 Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps.

Max Planck研究所的Andrea Flack发现，遵循传统迁徙路线的鸟比那些只飞到摩洛哥北部并在那里垃圾场过冬的德国白鹳更容易死亡。

【选项】 A) **无中生有**

They can multiply at an accelerating rate.说传统路线鸟「加速繁殖」，但原文从未涉及任何鸟的繁殖率，全段在谈「存活率」。

B) **与原文相反**

They can better pull through the winter.说传统路线鸟「更能熬过冬天」，但原文明说他们were more likely to die——死亡率更高即更难熬过冬天，方向反了。

C) **张冠李戴**

They help humans kill harmful insects.说「帮人类杀害虫」，原文White storks feed on locusts and other insects that can become pests谈的确是白鹳吃害虫的生态作用，但这一作用属于全体白鹳的物种属性，并非特指「走传统路线的鸟」，与Q52题干主语错配。

D) **✓ 正确**

more likely to die ↔ **more likely to be at risk of dying**

预判要的是「更容易死」，D项把die包装成be at risk of dying，比较方向（more likely）与对象（traditional路线的鸟）都对得上，是唯一保留比较方向且语义一致的选项。

53. What does Andrea Flack say about the birds overwintering on rubbish dumps?

- A) They may end up staying there permanently.
- B) They may eat something harmful.
- C) They may evolve new feeding habits.
- D) They may have trouble getting adequate food.

Andrea Flack对在垃圾场越冬的鸟类有何评论？

- A) 它们最终可能会永久留在那里。
- B) 它们可能会吃到有害的东西。
- C) 它们可能会形成新的觅食习性。
- D) 它们可能难以获得充足的食物。

【答案】 B （细节题）

【判型】 What does Andrea Flack say about the birds overwintering on rubbish dumps?问某人对某事的具体说法，是引语细节题。

【拆句】 主干What does Andrea Flack say, about the birds是say的宾语介绍，overwintering on rubbish dumps是现在分词后置定语修饰birds——指「在垃圾场过冬的那群鸟」，与传统路线鸟相区分。

【定位】 "It's very risky. The birds can easily eat pieces of plastic or rubber bands and they can die," said Flack. "And we don't know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet."

「风险很大。鸟很容易吃下塑料碎片或橡皮筋，然后死掉。」Flack说。「而且我们不知道长期后果。它们可能吃下有毒物质而损害健康。我们目前还无法估算这一点。」

【选项】 A) **过度推断**

They may end up staying there permanently.说鸟可能「永久留在垃圾场」，但原文只谈「在垃圾场过冬」(over wintering)，是季节性行为，未提任何「永久」信号。

B) **✓ 正确**

They might eat something toxic and damage their health. ↔

They may eat something harmful.

预判要的是「可能吃到有害物」，They may eat something harmful.逐词对应原文might eat something toxic，是教科书式的「情态等值+毒→害上位化」组合改写。

C) **无中生有**

They may evolve new feeding habits.说鸟「可能进化出新的觅食习惯」，evolve / new feeding habits在原文找不到对应；Flack的话题是健康风险，不是觅食习惯演化。

D) **与原文相反**

They may have trouble getting adequate food.说鸟「可能难以获得足够食物」，但原文For the birds it's a very convenient way to get food. There are huge clusters of organic waste they can feed on明说食物又多又方便，与「难以获得」完全相反。

54. What can be inferred about the Spanish birds tagged in the study?

- A) They gradually lose the habit of migrating in winter.
- B) They prefer rubbish dumps far away to those at home.
- C) They are not attracted to the rubbish dumps on their migration routes.
- D) They join the storks from Germany on rubbish dumps in Morocco.

关于研究中标记的西班牙鸟类可以推断出什么？

- A) 它们逐渐失去了冬季迁徙的习性。
- B) 它们更喜欢远方的垃圾场而非本地的垃圾场。
- C) 它们不会被迁徙路线上的垃圾场所吸引。
- D) 它们在摩洛哥的垃圾场与来自德国的白鹳会合。

【答案】 C (推断题)

【判型】 What can be inferred about the Spanish birds tagged in the study?含be inferred信号词，明确要求做一步推理而非直接复述。

【拆句】 主干What can be inferred about the Spanish birds, tagged in the study是过去分词作Spanish birds的后置定语（被研究标记的那群西班牙鸟），限定研究范围内的样本，不是泛指所有西班牙鸟。

【定位】 Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel.

伊比利亚半岛上的垃圾填埋场长期以来一直吸引着当地的白鹳，但研究中被标记的所有西班牙鸟都飞越撒哈拉沙漠到了西非Sahel。

【选项】 A) **过度推断**

They gradually lose the habit of migrating in winter.说西班牙鸟「逐渐丧失迁徙习惯」，但原文恰恰相反——这批鸟「飞越撒哈拉」完成了远距离迁徙，证明迁徙习惯保留得好好的，是过推+反向。

B) **过度推断**

They prefer rubbish dumps far away to those at home.说鸟「偏好远处的垃圾场胜过本地的」，但原文未说这批鸟去Sahel是为了「那里的垃圾场」，他们去的是Sahel（越冬地）而非Sahel的垃圾场；同时prefer...to...是主动偏好，原文无主观偏好证据。

C) **✓ 正确**

all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel ↔

They are not attracted to the rubbish dumps on their migration routes.

预判要的是「宁可远飞也不停本地垃圾场」，not attracted to the rubbish dumps on their migration routes正是把「飞越而过」明示为「未被吸引」，是这一步推断的精准表达。

D) **与原文相反**

They join the storks from Germany on rubbish dumps in Morocco.说西班牙鸟「在摩洛哥垃圾场与德国鸟会合」，但原文明说西班牙鸟flew across the Sahara desert to the western Sahel——他们飞过了撒哈拉到Sahel，根本没停在摩洛哥；摩洛哥垃圾场停的是德国鸟。

55. What is scientists' other concern about white storks feeding on landfills?

- A) The potential harm to the ecosystem.
- B) The genetic change in the stork species.
- C) The spread of epidemics to their homeland.
- D) The damaging effect on bio-diversity.

科学家对白鹳在垃圾填埋场觅食还有什么其他担忧？

- A) 对生态系统的潜在危害。
- B) 白鹳物种的基因变化。
- C) 流行病向其栖息地的传播。
- D) 对生物多样性的破坏性影响。

【答案】 A (细节题)

【判型】 What is scientists' other concern问的是科学家的「另一个」具体担忧，是要找原文明示的客观陈述。

【拆句】 主干What is scientists' other concern about white storks feeding on landfills?——other修饰concern暗示「除前文已提之外」，about white storks feeding on landfills是concern的内容介短，feeding on landfills是现在分词作后置定语修饰storks。

【定位】 But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects.

但这不是唯一的不确定性。迁徙鸟同时影响起点和越冬地的生态系统，而扰乱传统迁徙路线可能带来意想不到的副作用。

【选项】 A) ✓ 正确

Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects.

↔ The potential harm to the ecosystem.

预判要的是「对生态系统的潜在影响」，A项把affect ecosystems（动词短语）+could have side effects（情态+负面后果）合并为harm to the ecosystem+potential（名词+形容词），是双重包装但完全等值。

B) 无中生有

The genetic change in the stork species.说「鹤物种的基因变化」，但原文从未涉及genetic / 基因层面的描述，只谈行为（迁徙改变）与生态影响。

C) 无中生有

The spread of epidemics to their homeland.说「流行病传到家乡」，epidemics / 流行病在全文找不到对应；原文谈的是吃塑料 / 有毒物的个体健康风险，不是种群间的传染病。

D) 偷换概念

The damaging effect on bio-diversity.说「对生物多样性的破坏」，bio-diversity与ecosystems看似近义但概念不同——前者特指物种数量 / 丰富度，后者指系统整体。原文用的是ecosystems（系统），并未谈到bio-diversity（多样性）。

SENTENCE INSIGHTS • 句子精讲

6 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

They have led some birds to give up on migration.

第1段，第2句

"主语 + have/has + 过去分词 + 宾语 + to do" 结构在四六级和考研阅读中频繁出现，尤其是描述某种影响或变化的语境。本句的 "lead sb to do" 句型和现在完成时的使用都是考试常见句式，具有较高的典型性和迁移价值。

Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

第6段，第2句

本句结构层次清楚但不简单，既能练主干定位，也能练从句和附加结构的拆解；时态语态也有基本代表性，适合作为结构与时态综合训练材料。

Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills.

第7段，第1句

本句结构在四六级和考研真题中具有较高的典型性：宾语从句的两层嵌套、形式主语 it 的用法、whether 引导的名词性从句、带介词短语后置定语的名词短语，都是常考句式；said 后接从句的转述结构也是阅读理解和翻译中的高频考点。学生掌握本句的分析方法后，可以直接迁移到大量类似结构的句子中，复用价值高。

Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects.

第7段，第3句

并列句加动名词主语是四六级和考研阅读中的高频句式，第一句的 "both...and..." 并列结构、第二句的动名词主语配情态动词谓语都是典型用法，代表性较强。

They may have trouble getting adequate food.

第53题，D

"主语 + 情态动词 + 动词原形 + 名词 + 动名词短语" 是四六级和考研阅读中非常常见的句式，尤其是用情态动词表达推测或可能性的用法。宾语后接动名词短语说明具体内容的结构也是高频考点。掌握本句结构后可以迁移到大量类似句子。

They prefer rubbish dumps far away to those at home.

第54题，B

这种"主语 + prefer + A + to + B"的表达很常见，比较关系也具有可迁移性。掌握后可迁移到许多同类偏好句中。

本篇出现的 67 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。

stork

B2

n. 鹤（一种长腿长嘴的大型涉禽）

本篇11次 · 真题 11 句

dump

B1

v. 倾倒

本篇10次 · 真题 15 句

migration

B2

n. 迁移

本篇6次 · 真题 11 句

route

B1

n. 路线

本篇5次 · 真题 23 句

insect

A2

n. 昆虫

本篇4次 · 真题 38 句

site

A2

n. 地点

本篇4次 · 真题 34 句

traditional

B1

adj. 传统的

本篇3次 · 真题 84 句

harmful

B1

adj. 有害的

本篇3次 · 真题 32 句

migrate

B2

v. （动物）迁徙

本篇3次 · 真题 16 句

tag

B1

n. 标签

本篇3次 · 真题 14 句

benefit

B1

n. 好处

本篇2次 · 真题 244 句

likely

A2

adj. 很可能的

本篇2次 · 真题 228 句

effect

A2

n. 影响

本篇2次 · 真题 191 句

impact

B2

n. 影响

本篇2次 · 真题 185 句

risk A2

n. 风险

本篇2次 · 真题 167 句

affect B1

v. 影响

本篇2次 · 真题 116 句

attract B1

v. 吸引 (注意力、兴趣)

本篇2次 · 真题 67 句

track A2

n. 小路

本篇2次 · 真题 48 句

ecosystem B2

n. 生态系统

本篇2次 · 真题 45 句

wildlife B1

n. 野生动植物

本篇2次 · 真题 22 句

researcher B2

n. 研究人员

本篇1次 · 真题 363 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 205 句

climate B1

n. 气候

本篇1次 · 真题 160 句

local A2

adj. 当地的

本篇1次 · 真题 143 句

species B2

n. 物种

本篇1次 · 真题 136 句

rate A2

n. 速度

本篇1次 · 真题 121 句

least A2

det. 最少的

本篇1次 · 真题 98 句

potential B2

adj. 潜在的

本篇1次 · 真题 92 句

concern B1

v. 涉及

本篇1次 · 真题 88 句

consequence B2

n. 结果

本篇1次 · 真题 66 句

journal

B1

n. 杂志

本篇1次·真题 66 句

easily

A2

adv. 容易地

本篇1次·真题 65 句

particularly

B2

adv. 尤其，特别（强调某事物）

本篇1次·真题 57 句

damage

B1

n. 损害

本篇1次·真题 46 句

harm

B1

n. 伤害

本篇1次·真题 46 句

previous

B1

adj. 先前的

本篇1次·真题 44 句

survive

B1

v. 幸存

本篇1次·真题 42 句

genetic

B2

adj. 遗传的

本篇1次·真题 38 句

organic

B2

adj. 有机的（不使用化学物质的）

本篇1次·真题 38 句

estimate

B2

v. 估计

本篇1次·真题 36 句

institute

B2

n. 学院

本篇1次·真题 35 句

clearly

A2

adv. 清楚地，明白地

本篇1次·真题 32 句

massive

B2

adj. 巨大的，大量的

本篇1次·真题 31 句

presence

B2

n. 在场

本篇1次·真题 31 句

thrive

B2

v. 茁壮成长

本篇1次·真题 27 句

evolve

B2

v. 逐渐发展;进化

本篇1次·真题 26 句

accelerate B2

v. 加速

本篇1次·真题 25 句

destination B1

n. 目的地

本篇1次·真题 25 句

toxic B2

adj. 有毒的, 中毒性的

本篇1次·真题 24 句

mix A2

v. 混合

本篇1次·真题 21 句

debris C1

n. 残骸

本篇1次·真题 20 句

gradually B1

adv. 逐渐地, 逐步地

本篇1次·真题 20 句

adequate B2

adj. 足够的, 充分的

本篇1次·真题 18 句

seriously B1

adv. 严肃地

本篇1次·真题 18 句

unexpected B1

adj. 意外的

本篇1次·真题 18 句

desert A2

n. 沙漠

本篇1次·真题 17 句

epidemic C1

n. 流行病

本篇1次·真题 14 句

risky B2

adj. 有风险的

本篇1次·真题 14 句

uncomfortable B1

adj. 不舒服的

本篇1次·真题 13 句

convenient B1

adj. 方便的

本篇1次·真题 12 句

disrupt C1

v. 扰乱;中断

本篇1次·真题 12 句

pest B2

n. 害虫

本篇1次·真题 12 句

multiply B1

v. 乘

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

colony B2

n. 殖民地

本篇1次 · 真题 10 句

constitute C1

v. 构成, 组成

本篇1次 · 真题 9 句

uncertainty B2

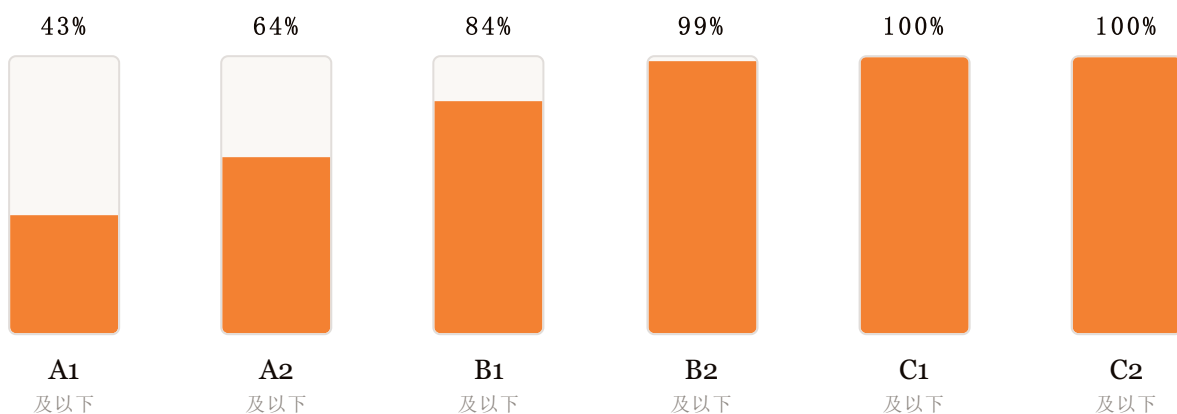
n. 不确定性

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 203 词按 CEFR 难度累积覆盖

全文去重后共 **203** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 2 个 · 约 1%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 203 个 · 末柱为 100%

去重总词数

203

B2 以上难词

1%

B1 及以下覆盖

84%

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

2017年6月·第2套英语六级汉译英（段落翻译）·客观叙述宋朝历史与成就 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2017年6月·第2套 英语六级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第2套(2017-06) • 六级

Part IV

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

宋朝始于960年，一直延续到1279年。这一时期，中国经济大幅增长，成为世界上最先进的经济体，科学、技术、哲学和数学蓬勃发展。宋代中国是世界历史上首先发行纸币的国家。宋朝还最早使用火药并发明了活字(movable-type)印刷。人口增长迅速，越来越多的人住进城市，那里有热闹的娱乐场所。社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

The Song Dynasty began in 960 and lasted until 1279. During this period, the Chinese economy grew significantly, becoming the most advanced in the world, while science, technology, philosophy and mathematics all flourished. Song China was the first country in the world to issue paper money. The Song Dynasty was also the first to use gunpowder and invented movable-type printing. The population grew rapidly, and more and more people moved into cities, where there were lively entertainment venues. In addition, social life was diverse: people gathered to view and trade precious works of art. The Song government system was also advanced for its time, as government officials were all selected through competitive examinations.

【衔接】第3、4句间补 also 显并列成就

第3句讲首发纸币、第4句讲首用火药并发明印刷，都是宋朝的科技首创，第4句句首已用 The Song Dynasty was also ... 的 also 承接，把两条并列成就显性连起来，读者一眼看出是同一类“世界首创”的罗列。

第6句前用 In addition 承接社会生活话题

第5句讲城市与娱乐、第6句 社会生活多种多样 仍属社会生活面，可在第6句前加 In addition 或 Moreover，使“娱乐场所”到“社会生活多样”的过渡更顺，避免两句突兀并置。

第6、7句因果承接用 as people

第6句“社会生活多样”与第7句“人们聚集观看交易艺术品”是“总—例”关系：后句是前句“多样”的一个具体表现，可用 For example 或把第7句改写为 where people gathered ... 紧承，体现“多样生活的具体一例”。

第8句用 also 接续先进话题

前文已多次强调宋朝在经济、科技上的先进，第8句 宋朝的政府体制在当时也是先进的 的“也”用 also 承接，把“政府体制先进”并入前面“诸多先进”的链条；第9句紧接其后作为“先进”的例证（科举选官），逻辑自然下沉。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】客观叙述宋朝历史与成就

全篇是对一个已经结束的历史朝代的客观介绍，从开篇 宋朝始于960年，一直延续到1279年 就给出了明确的起止年份，说明叙述对象是过去发生、早已完结的史实。语体属历史叙述（而非介绍现存事物的现状），用词偏中性、书面、客观，不带情绪色彩。

【时态】一般过去时

全篇讲的是宋朝（960—1279）这个已结束朝代里发生过、完成过的事，由 宋朝始于960年，一直延续到1279年 可知所述时段整体处于过去，因此默认用一般过去时；只有在表达“截至当时已完成”或铺垫背景时才偶尔偏离。这与四六级里“现存事物介绍用一般现在时”的题正好相反，是历史叙述题的标志。

【译法】宋朝 / 宋代

原文反复出现 宋朝 与 宋代中国，全篇统一译作 the Song Dynasty (Song 为约定俗成的官方拼写，首字母大写，Dynasty 大写专名化)；指“宋代的中国”时用 China during the Song Dynasty 或 Song China。切忌一处写 Song 一处写 Sung (旧式威妥玛拼法)，同一篇里只用一种。

纸币

纸币 统一译为 paper money (或 paper currency / banknotes)，属意译，全篇用同一说法即可。

火药

火药 是文化负载词，约定俗成译 gunpowder (不可数名词，不加复数、不加冠词)。

活字印刷

原文已给出英文提示 活字(movable-type)印刷，直接采用约定译法 movable-type printing；“发明活字印刷”即 invented movable-type printing。

1. 宋朝始于960年，一直延续到1279年。

【主干】主谓宋朝 + 并列谓语始于/延续到 (主语策略：原句主语)

中文主语明确就是 宋朝，对应英文主语 the Song Dynasty；核心动作是“始于”与“延续到”，可处理成 began ... and lasted ...，主谓宾骨架为 The Song Dynasty began ... and lasted ...。

【降级】两个时间动作 and 并列谓语

本句两个动作“始于960年”“延续到1279年”共用同一主语，是典型的并列谓语，译成 began in 960 and lasted until 1279 即可，结构简单、无需进一步降级从句。“一直”的持续意味由 lasted until 自然体现，不必硬加 always。

【语法】时态

回指全篇基调用一般过去时：began、lasted，因为宋朝起止都在过去。

介词搭配

“始于某年”用 began in 960 (年份前用 in)；“延续到某年”用 lasted until 1279 (持续到某终点用 until / till)，不要误用 to。

【译文】The Song Dynasty began in 960 and lasted until 1279.

2. 这一时期，中国经济大幅增长，成为世界上最先进的经济体，科学、技术、哲学和数学蓬勃发展。

【主干】拆成两套主谓：经济 + 学科 (主语策略：原句主语)

本句信息量大，含两条线：一是 中国经济大幅增长，成为世界上最先进的经济体，主语“中国经济”；二是 科学、技术、哲学和数学蓬勃发展，主语是四门学科。可立两套主干：The Chinese economy grew ... 和 science, technology, philosophy and mathematics flourished，用分号或两句承接。

【降级】状语前置 + 成为降级为分词

“这一时期”是时间状语，前置作 During this period；“成为世界上最先进的经济体”与“大幅增长”同主语且是增长的结果，可降级为现在分词作结果状语 becoming the most advanced economy in the world，挂在 grew significantly 之后，避免 and 平铺。后半“蓬勃发展”另起一套主谓。

【语法】时态

回指基调用一般过去时: grew、flourished; 分词 becoming 不显时态, 随主句即可。

主谓一致

后半主语是“科学、技术、哲学和数学”四项并列, 视作复数, 谓语用 flourished (过去式无单复数变化, 但若用现在时须用复数 flourish, 提醒考生看清主语是复数)。

冠词

特指中国的经济用 the Chinese economy; 最高级前必须加 the: the most advanced economy。

单复数

学科名作泛指均用不可数/无冠词单数: science, technology, philosophy and mathematics, 不加 the、不加复数 s。

【译文】 During this period, the Chinese economy grew significantly, becoming the most advanced in the world, while science, technology, philosophy and mathematics all flourished.

3. 宋代中国是世界历史上首先发行纸币的国家。

【主干】主系表：宋代中国 + was + 国家 (主语策略: 原句主语)

主语是 宋代中国 (Song China / China during the Song Dynasty), 句子核心是判断“是……的国家”, 用系表结构 was the first country ..., 表语 country 带一长串定语“首先发行纸币的”。

【降级】首先发行纸币降级为定语从句

“首先发行纸币的”是修饰“国家”的长定语, 英文不能照中文摆名词前, 降级为定语从句后置: the first country in the world to issue paper money (用不定式 to issue 修饰 the first, 更地道), 或 ... that issued paper money。“世界历史上”作范围状语 in world history / in the world。

【语法】时态

回指基调用一般过去时: was、issued。

冠词

“首先(第一个)国家”用序数词意味, 前加 the: the first country; 纸币 paper money 不可数, 不加冠词、不加 s。

搭配

“发行纸币”地道动词用 issue (issue paper money), 比 print 更准确 (print 偏“印刷”动作)。

【译文】 Song China was the first country in the world to issue paper money.

4. 宋朝还最早使用火药并发明了活字(movable-type)印刷。

【主干】主语宋朝 + 并列谓语用/发明 (主语策略: 原句主语)

主语 宋朝 即 the Song Dynasty; 两个核心动作“最早使用火药”“发明了活字印刷”共用此主语, 骨架 The Song Dynasty was the first to use ... and invented ...。“还”是承上递进, 可用 also 体现。

【降级】 最早使用处理为 the first to use

“最早使用火药”含“最早”的首例意味，与第3句呼应，处理成 was the first to use gunpowder；“发明了活字印刷”是另一并列动作 invented movable-type printing。两动作并列用 and 连接，因主语相同、地位平等，此处并列是合理的（不属流水句）。

【语法】 时态

回指基调用一般过去时：was、used / invented。

单复数

火药 gunpowder 不可数，无复数、无冠词；活字印刷 movable-type printing 作不可数概念，不加 s。

搭配

“使用火药”用 use gunpowder；“发明印刷”用 invent，过去式 invented。movable-type 作复合形容词修饰 printing，连字符不能丢。

【译文】 The Song Dynasty was also the first to use gunpowder and invented movable-type printing.

5. 人口增长迅速，越来越多的人住进城市，那里有热闹的娱乐场所。

【主干】 三小句各有主语：人口/人/场所（主语策略：原句主语）

本句含三个分句：人口增长迅速（主语 population）、越来越多的人住进城市（主语 more and more people）、那里有热闹的娱乐场所（表存在）。主线立 The population grew rapidly, and more and more people moved into cities ..., 末句“那里有”降级处理。

【降级】 那里有热闹娱乐场所降级为定语从句

“那里有热闹的娱乐场所”中“那里”指代前面的 cities，最地道是降级为 where 引导的定语从句：cities, where there were lively entertainment venues，把“住进城市”和“城市里有场所”自然挂接，避免另起 There were ... 一句显得割裂。

【语法】 时态

回指基调用一般过去时：grew、moved、were。

单复数

“住进城市”泛指多座城市，cities 用复数；“娱乐场所”不止一处，entertainment venues / places 用复数。

主谓一致

people 是复数概念，谓语用 moved（过去时不变形，但若改现在时须用 move）；定语从句 there were 因 venues 为复数用 were。

【译文】 The population grew rapidly, and more and more people moved into cities, where there were lively entertainment venues.

6. 社会生活多种多样。

【主干】主系表：社会生活 + was + 多样的（主语策略：原句主语）

主语 社会生活 即 social life；“多种多样”是状态描述，用主系表 Social life was diverse / varied，骨架极简。

【降级】简单句无需降级

本句是单一主谓的短句，结构上无多余成分可降级，直接成句即可；可在成篇时考虑与上句承接（见 assembly）。

【语法】时态

回指基调用一般过去时：was。

单复数

social life 作抽象概念不可数，谓语用单数 was，不加冠词、不加 s。

【译文】Social life was diverse.

7. 人们聚集在一起观看和交易珍贵艺术品。

【主干】主语人们 + 谓语聚集（主语策略：原句主语）

主语 人们 即 people；核心动作是“聚集在一起”，谓语 gathered；“观看和交易珍贵艺术品”是聚集的目的，骨架 People gathered to view and trade ...。

【降级】观看和交易降级为目的状语 to do

“观看和交易珍贵艺术品”是“聚集”的目的，降级为不定式目的状语 to view and trade precious works of art；两个动作 view 与 trade 对等并列共用一个 to，不必重复。

【语法】时态

回指基调用一般过去时：gathered。

单复数

“珍贵艺术品”不止一件，用复数 precious works of art（work of art 的复数是 works of art）或 precious artworks。

搭配

“聚集在一起”用 gather（together 可省，gather 本含聚拢义）；“交易艺术品”用 trade；“观看”用 view / admire 比 see 更贴“欣赏”意。

【译文】People gathered to view and trade precious works of art.

8. 宋朝的政府体制在当时也是先进的。

【主干】主系表：政府体制 + was + 先进的（主语策略：原句主语）

主语 宋朝的政府体制 即 the Song government system / the government system of the Song Dynasty；“也是先进的”用主系表 was also advanced；“在当时”作时间状语 at that time / for its time。

【降级】也字与在当时作状语处理

“也”承接前文宋朝诸多先进之处，用 also 体现递进；“在当时”译 at that time 或更地道的 for its time（就那个时代而言），作状语，本句无须从句降级。

【语法】时态

回指基调用一般过去时：was。

冠词

特指宋朝的政府体制，用 the：the Song government system / the government system of the Song Dynasty。

主谓一致

主语 system 为单数，谓语用 was。

【译文】 The Song government system was also advanced for its time.

9. 政府官员均通过竞争性考试选拔任用。

【主干】 官员被选拔：用被动语态（主语策略：转被动）

动作“选拔任用”的发出者（朝廷/政府）未点明，承受者是 政府官员，最适合用被动语态把承受者提作主语：Government officials were selected ...。“均”表示全部，用 all 修饰。

【降级】 通过竞争性考试降级为方式状语

“通过竞争性考试”是选拔的方式，降级为介词短语作方式状语 through competitive examinations，挂在被动谓语后：were selected through competitive examinations。“选拔任用”可合并为 selected / recruited，无须逐字两译。

【语法】语态

本句关键在被动：were selected（be + 过去分词），切勿写成主动 selected officials。

时态

回指基调用一般过去时，被动形式即 were + 过去分词 selected。

单复数

officials 复数（官员是一群人），系动词用 were；考试 examinations 用复数表泛指。

冠词

competitive examinations 泛指此类考试，复数无冠词。

【译文】 Government officials were all selected through competitive examinations.

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