

六级·真题卷第3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 college at home or abroad*, 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

本部分与 2017年6月第1套 共用, 点此查看

Section B

本部分与 2017年6月第1套 共用, 点此查看

Section C

本部分与 2017年6月第1套 共用, 点此查看

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.

Let's all stop judging people who talk to themselves. New research says that those who can't seem to keep their inner monologues(独白) in are actually more likely to stay on task, remain 26 better and show improved perception capabilities. Not bad, really, for some extra muttering.

According to a series of experiments published in the Quarterly Journal of Experimental Psychology by professors Gary Lupyan and Daniel Swignley, the act of using verbal clues to 27 mental pictures helps people function quicker.

In one experiment, they showed pictures of various objects to twenty 28 and asked them to find just one of those, a banana. Half were 29 to repeat out loud what they were looking for and the other half kept their lips 30 . Those who talked to themselves found the banana slightly faster than those who didn't, the researchers say. In other experiments, Lupyan and Swignley found that 31 the name of a common product when on the hunt for it helped quicken someone's pace, but talking about uncommon items showed no advantage and slowed you down.

Common research has long held that talking themselves through a task helps children learn, although doing so when you've 32 matured is not a great sign of 33 . The two professors hope to refute that idea,

34 that just as when kids walk themselves through a process, adults can benefit from using language not just to communicate, but also to help "augment thinking".

Of course, you are still encouraged to keep the talking at library tones and, whatever you do, keep the information you share simple, like a grocery list. At any 35, there's still such a thing as too much information.

- | | |
|---------------|---------------|
| A) apparently | I) obscurely |
| B) arrogance | J) sealed |
| C) brilliance | K) spectators |
| D) claiming | L) trigger |
| E) dedicated | M) uttering |
| F) focused | N) volume |
| G) incur | O) volunteers |
| H) instructed | |

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**.

Rich Children and Poor Ones Are Raised Very Differently

- A) The lives of children from rich and poor American families look more different than ever before.
- B) Well-off families are ruled by calendars, with children enrolled in ballet, soccer and after-school programs, according to a new Pew Research Center survey. There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.
- C) In poor families, meanwhile, children tend to spend their time at home or with extended family. They are more likely to grow up in neighborhoods that their parents say aren't great for raising children, and their parents worry about them getting shot, beaten up or in trouble with the law.
- D) The class differences in child rearing are growing—a symptom of widening inequality with far-reaching consequences. Different upbringings set children on different paths and can deepen socioeconomic divisions, especially because education is strongly linked to earnings. Children grow up learning the skills to succeed in their socioeconomic stratum(阶层), but not necessarily others.
- E) "Early childhood experiences can be very consequential for children's long-term social, emotional and cognitive development," said Sean Reardon, professor of poverty and inequality in education at Stanford University. "And because those influence educational success and later earnings, early childhood experiences cast a lifelong shadow." The cycle continues: Poorer parents have less time and fewer resources to invest in their children, which can leave children less prepared for school and work, which leads to lower earnings.
- F) American parents want similar things for their children, the Pew report and past research have found: for them to be healthy and happy, honest and ethical, caring and compassionate. There is no best parenting style or philosophy, researchers say, and across income groups, 92% of parents say they are doing a good job at

raising their children. Yet they are doing it quite differently. Middle-class and higher-income parents see their children as projects in need of careful cultivation, says Annette Lareau, whose groundbreaking research on the topic was published in her book *Unequal Childhoods: Class, Race and Family Life*. They try to develop their skills through close supervision and organized activities, and teach children to question authority figures and navigate elite institutions.

- G) Working-class parents, meanwhile, believe their children will naturally thrive, and give them far greater independence and time for free play. They are taught to be compliant and respectful to adults. There are benefits to both approaches. Working-class children are happier, more independent, complain less and are closer with family members, Ms. Lareau found. Higher-income children are more likely to declare boredom and expect their parents to solve their problems. Yet later on, the more affluent children end up in college and on the way to the middle class, while working-class children tend to struggle. Children from higher-income families are likely to have the skills to navigate bureaucracies and succeed in schools and workplaces, Ms. Lareau said.
- H) "Do all parents want the most success for their children? Absolutely," she said. "Do some strategies give children more advantages than others in institutions? Probably they do. Will parents be damaging children if they have one fewer organized activity? No, I really doubt it."
- I) Social scientists say the differences arise in part because low-income parents have less money to spend on music class or preschool, and less flexible schedules to take children to museums or attend school events. Extracurricular activities reflect the differences in child rearing in the Pew survey, which was of a nationally representative sample of 1,807 parents. Of families earning more than \$75,000 a year, 84% say their children have participated in organized sports over the past year, 64% have done volunteer work and 62% have taken lessons in music, dance or art. Of families earning less than \$30,000, 59% of children have done sports, 37% have volunteered and 41% have taken arts classes.
- J) Especially in affluent families, children start young. Nearly half of high-earning, college-graduate parents enrolled their children in arts classes before they were 5, compared with one-fifth of low-income, less-educated parents. Nonetheless, 20% of well-off parents say their children's schedules are too hectic, compared with 8% of poorer parents.
- K) Another example is reading aloud, which studies have shown gives children bigger vocabularies and better reading comprehension in school. 71% of parents with a college degree say they do it every day, compared with 33% of those with a high school diploma or less. White parents are more likely than others to read to their children daily, as are married parents. Most affluent parents enroll their children in preschool or day care, while low-income parents are more likely to depend on family members. Discipline techniques vary by education level: 8% of those with a postgraduate degree say they often beat their children, compared with 22% of those with a high school degree or less.
- L) The survey also probed attitudes and anxieties. Interestingly, parents' attitudes toward education do not seem to reflect their own educational background as much as a belief in the importance of education for upward mobility. Most American parents say they are not concerned about their children's grades as long as they work hard. But 50% of poor parents say it is extremely important to them that their children earn a college degree, compared with 39% of wealthier parents.
- M) Less-educated parents, and poorer and black and Latino parents are more likely to believe that there is no such thing as too much involvement in a child's education. Parents who are white, wealthy or college-educated say too much involvement can be bad. Parental anxieties reflect their circumstances. High-earning

parents are much more likely to say they live in a good neighborhood for raising children. While bullying is parents' greatest concern overall, nearly half of low-income parents worry their child will get shot, compared with one-fifth of high-income parents. They are more worried about their children being depressed or anxious.

- N) In the Pew survey, middle-class families earning between \$30,000 and \$75,000 a year fell right between working-class and high-earning parents on issues like the quality of their neighborhood for raising children, participation in extracurricular activities and involvement in their children's education.
- O) Children were not always raised so differently. The achievement gap between children from high- and low-income families is 30–40% larger among children born in 2001 than those born 25 years earlier, according to Mr. Reardon's research. People used to live near people of different income levels; neighborhoods are now more segregated by income. More than a quarter of children live in single-parent households—a historic high, according to Pew—and these children are three times as likely to live in poverty as those who live with married parents. Meanwhile, growing income inequality has coincided with the increasing importance of a college degree for earning a middle-class wage.
- P) Yet there are recent signs that the gap could be starting to shrink. In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.
- Q) Public policies aimed at young children have helped, including public preschool programs and reading initiatives. Addressing differences in the earliest years, it seems, could reduce inequality in the next generation.
36. Working-class parents teach their children to be obedient and show respect to adults.
37. American parents, whether rich or poor, have similar expectations of their children despite different ways of parenting.
38. While rich parents are more concerned with their children's psychological well-being, poor parents are more worried about their children's safety.
39. The increasing differences in child rearing between rich and poor families reflect growing social inequality.
40. Parenting approaches of working-class and affluent families both have advantages.
41. Higher-income families and working-class families now tend to live in different neighborhoods.
42. Physical punishment is used much less by well-educated parents.
43. Ms. Lareau doesn't believe participating in fewer after-class activities will negatively affect children's development.
44. Wealthy parents are concerned about their children's mental health and busy schedules.
45. Some socioeconomic differences in child rearing have shrunk in the past ten years.

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.

Tennessee's technical and community colleges will not outsource(外包) management of their facilities to a private company, a decision one leader said was bolstered by an analysis of spending at each campus.

In an email sent Monday to college presidents in the Tennessee Board of Regents system, outgoing Chancellor John Morgan said an internal analysis showed that each campus' spending on facilities management fell well below the industry standards identified by the state. Morgan said those findings—which included data from the system's 13 community colleges, 27 technical colleges and six universities—were part of the decision not to move forward with Governor Bill Haslam's proposal to privatize management of state buildings in an effort to save money.

"While these numbers are still being validated by the state, we feel any adjustments they might suggest will be immaterial," Morgan wrote to the presidents. "System institutions are operating very efficiently based on this analysis, raising the question of the value of pursuing a broad scale outsourcing initiative."

Workers' advocates have criticized Haslam's plan, saying it would mean some campus workers would lose their jobs or benefits. Haslam has said colleges would be free to opt in or out of the outsourcing plan, which has not been finalized.

Morgan notified the Haslam administration of his decision to opt out in a letter sent last week. That letter, which includes several concerns Morgan has with the plan, was originally obtained by The Commercial Appeal in Memphis.

In an email statement from the state's Office of Customer Focused Government, which is examining the possibility of outsourcing, spokeswoman Michelle R. Martin said officials were still working to analyze the data from the Board of Regents. Data on management expenses at the college system and in other state departments will be part of a "business justification" the state will use as officials deliberate the specifics of an outsourcing plan.

"The state's facilities management project team is still in the process of developing its business justification and expects to have that completed and available to the public at the end of February," Martin said. "At this time there is nothing to take action on since the analysis has yet to be completed."

Morgan's comments on outsourcing mark the second time this month that he has come out against one of Haslam's plans for higher education in Tennessee. Morgan said last week that he would retire at the end of January because of the governor's proposal to split off six universities of the Board of Regents system and create separate governing boards for each of them. In his resignation letter, Morgan called the reorganization "unworkable".

46. What do we learn about the decision of technical and community colleges in Tennessee?

- A) It is backed by a campus spending analysis.
- B) It has been flatly rejected by the governor.
- C) It has neglected their faculty's demands.
- D) It will improve their financial situation.

47. What does the campus spending analysis reveal?
- A) Private companies play a big role in campus management.
 - B) Facilities management by colleges is more cost-effective.
 - C) Facilities management has greatly improved in recent years.
 - D) Colleges exercise full control over their own financial affairs.
48. Workers' supporters argue that Bill Haslam's proposal would _____.
- A) deprive colleges of the right to manage their facilities
 - B) make workers less motivated in performing duties
 - C) render a number of campus workers jobless
 - D) lead to the privatization of campus facilities
49. What do we learn from the state spokeswoman's response to John Morgan's decision?
- A) The outsourcing plan is not yet finalized.
 - B) The outsourcing plan will be implemented.
 - C) The state officials are confident about the outsourcing plan.
 - D) The college spending analysis justifies the outsourcing plan.
50. Why did John Morgan decide to resign?
- A) He had lost confidence in the Tennessee state government.
 - B) He disagreed with the governor on higher education policies.
 - C) He thought the state's outsourcing proposal was simply unworkable.
 - D) He opposed the governor's plan to reconstruct the college board system.

Passage Two

Questions 51 to 55 are based on the following passage.

Beginning in the late sixteenth century, it became fashionable for young aristocrats to visit Paris, Venice, Florence, and above all, Rome, as the culmination(终极) of their classical education. Thus was born the idea of the Grand Tour, a practice which introduced Englishmen, Germans, Scandinavians, and also Americans to the art and culture of France and Italy for the next 300 years. Travel was arduous and costly throughout the period, possible only for a privileged class—the same that produced gentlemen scientists, authors, antique experts, and patrons of the arts.

The Grand Tourist was typically a young man with a thorough grounding in Greek and Latin literature as well as some leisure time, some means, and some interest in art. The German traveler Johann Winckelmann pioneered the field of art history with his comprehensive study of Greek and Roman sculpture; he was portrayed by his friend Anton Raphael Mengs at the beginning of his long residence in Rome. Most Grand Tourists, however, stayed for briefer periods and set out with less scholarly intentions, accompanied by a teacher or guardian, and expected to return home with souvenirs of their travels as well as an understanding of art and architecture formed by exposure to great masterpieces.

London was a frequent starting point for Grand Tourists, and Paris a compulsory destination; many traveled to the Netherlands, some to Switzerland and Germany, and a very few adventurers to Spain, Greece, or Turkey. The essential place to visit, however, was Italy. The British traveler Charles Thompson spoke for many Grand Tourists when in 1744 he described himself as "being impatiently desirous of viewing a country so famous in

history, a country which once gave laws to the world, and which is at present the greatest school of music and painting, contains the noblest productions of sculpture and architecture, and is filled with cabinets of rarities, and collections of all kinds of historical relics". Within Italy, the great focus was Rome, whose ancient ruins and more recent achievements were shown to every Grand Tourist. Panini's Ancient Rome and Modern Rome represent the sights most prized, including celebrated Greco-Roman statues and views of famous ruins, fountains, and churches. Since there were few museums anywhere in Europe before the close of the eighteenth century, Grand Tourists often saw paintings and sculptures by gaining admission to private collections, and many were eager to acquire examples of Greco-Roman and Italian art for their own collections. In England, where architecture was increasingly seen as an aristocratic pursuit, noblemen often applied what they learned from the villas of Palladio in the Veneto and the evocative(唤起回忆的) ruins of Rome to their own country houses and gardens.

51. What is said about the Grand Tour?

- A) It was fashionable among young people of the time.
- B) It was unaffordable for ordinary people.
- C) It produced some famous European artists.
- D) It made a compulsory part of college education.

52. What did Grand Tourists have in common?

- A) They had much geographic knowledge.
- B) They were courageous and venturesome.
- C) They were versed in literature and interested in art.
- D) They had enough travel and outdoor-life experience.

53. How did Grand Tourists benefit from their travel?

- A) They found inspiration in the world's greatest masterpieces.
- B) They got a better understanding of early human civilization.
- C) They developed an interest in the origin of Modern art forms.
- D) They gained some knowledge of classical art and architecture.

54. Why did many Grand Tourists visit the private collections?

- A) They could buy unique souvenirs there to take back home.
- B) Europe hardly had any museums before the 19th century.
- C) They found the antiques there more valuable.
- D) Private collections were of greater variety.

55. How did the Grand Tour influence the architecture in England?

- A) There appeared more and more Roman-style buildings.
- B) Many aristocrats began to move into Roman-style villas.
- C) Aristocrats' country houses all had Roman-style gardens.
- D) Italian architects were hired to design houses and gardens.

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**.

唐朝始于618年，终于907年，是中国历史上最灿烂的时期。经过近三百年的发展，唐代中国成为世界上最繁荣的强国，其首都长安是当时世界上最大的都市。这一时期，经济发达、商业繁荣、社会秩序稳定，甚至边境也对外开放。随着城市化和财富的增加，艺术和文学也繁荣起来。李白和杜甫是以作品简洁自然而著称的诗人。他们的诗歌打动了学者和普通人的心。即使在今天，他们的许多诗歌仍广为儿童及成人阅读背诵。

2017年6月·第3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3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3套(2017-06) • 六级

Part I

Directions: For this part, Suppose you are asked to give advice on *whether to attend college at home or abroad*, 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 • 161 词】 写作无唯一标准答案，以下为达标示范

When it comes to choosing a college, I firmly believe that studying abroad is the wiser choice for ambitious young people today. While a domestic university offers comfort and lower costs, the growth that comes from stepping into an unfamiliar world outweighs these conveniences.

To begin with, an overseas campus exposes students to genuine cultural diversity. Sitting in seminars with classmates from a dozen countries, one learns to defend ideas and respect differences, skills that no textbook at home can fully teach. What matters more, living far from family compels students to cook, budget and solve problems alone, forging an independence that pampered domestic students often lack. Admittedly, tuition abroad is expensive; yet the language fluency and global vision gained are assets that repay the cost for a lifetime.

In my view, therefore, the discomfort of studying abroad is exactly what makes it valuable. For those willing to leave their comfort zone, an overseas degree is an investment well worth making.

【参考译文】

谈到如何择校，我坚信对于今天有抱负的年轻人而言，出国读大学是更明智的选择。诚然，国内大学提供了舒适与较低的花费，但走进一个陌生世界所带来的成长，胜过这些便利。

首先，海外校园让学生接触到真正的文化多样性。坐在有着来自十几个国家同学的研讨课上，一个人学会为自己的观点辩护、学会尊重差异，而这些是国内任何课本都无法完全教会的。更重要的是，远离家人的生活迫使学生独自做饭、理财、解决问题，从而锻造出被娇惯的国内学生常常缺乏的独立性。诚然，出国学费昂贵；但所收获的语言流利度与全球视野，是能够终身回报这份花费的资产。

因此在我看来，出国求学的不适之处，恰恰正是它可贵的地方。对于那些愿意走出舒适区的人，一纸海外文凭是一项非常值得的投资。

【第1段】开篇即亮立场并定调。首句用 "When it comes to..., I firmly believe that ... is the wiser choice" 直接表态支持出国，落实了 paragraphGuide 第一段 "开门见山亮立场"；第二句 "While a domestic university offers comfort..., the growth ... outweighs these conveniences" 用让步预告对比，把重心压向己方，避免两边都夸。

【第2段】两理由各配例证再让步。"To begin with, an overseas campus exposes students to genuine cultural diversity" 是理由一主题句，配 "Sitting in seminars with classmates from a dozen countries" 的具体画面坐实；"What matters more, living far from family compels students to cook, budget and solve problems alone" 递进到理由二并给出因果；"Admittedly, tuition abroad is expensive; yet ..." 完成让步转折回应费用，全段落实 "主题句加例证加让步"。

【第3段】升华重申形成闭环。"In my view, therefore, the discomfort of studying abroad is exactly what makes it valuable" 把开头立场升华重申，"an overseas degree is an investment well worth making" 以价值判断呼吁收尾，落实 "回扣立场收束"，与第一段首尾呼应。

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

为国内/国外择校二选一表态

本题要求 give advice on whether to attend college at home or abroad，并 write an essay to state your opinion。关键在 whether... or... 是二选一结构：必须在国内读大学与出国读大学之间明确站到一边，开篇就把立场亮出来。切忌两边利弊都夸、最后不下结论——那只是现象罗列，不是 state your opinion。

读者 • 语域

面向阅卷人的正式书面语

本题是纯议论短文，题面 write an essay to state your opinion 没有指定具体收信人或身份，因此读者默认是阅卷老师。用正式、书面的英语即可：不用 Dear... 称呼、不落款署名，也不要口语缩写和网络用语。语域一稳，就把精力放在观点和论证上。

中心立意

旗帜鲜明选出国

本篇立场：就 whether to attend college at home or abroad 明确主张出国读大学更值得。中心一句话——出国求学带来的成长，超过它在费用与舒适度上的代价。全篇所有理由都为这一句服务，不再给国内读大学“评功摆好”。

要展开的要点

1. 跨文化视野

在多国同学的课堂里学会表达与尊重差异，这是国内课本给不了的开阔视野。这一点要配具体画面（如国际研讨课上为观点辩护），不能只喊“开阔眼界”。

2. 独立能力与语言浸泡

远离家人独自生活，被迫自己做饭、理财、解决问题，锻炼出独立性；同时全英语环境天然提升语言能力。用“被环境逼出来”的因果说清它为什么有效。

3. 让步回应费用高

主动承认出国学费昂贵这一反方最强论点，再用“但收获的语言与视野是终身受益的资产”把它压回去。让步不是动摇立场，而是让论证更有说服力。

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 亮明立场

开门见山表态支持出国读大学，并用一句让步预告“国内虽有舒适与低成本，但成长更重要”，为下文对比定调。

第 2 段 分论点论证

本段是论证主体：主题句领起理由一（跨文化视野）配具体场景，递进到理由二（独立与语言）配因果，再嵌一句让步转折回应费用问题。

第3段 重申总结

回扣立场，把“出国的不适当恰是它的价值所在”点透，以一句呼吁式收束升华。

第1段 表态支持出国 + 让步定调

落点：明确主张 whether to attend college at home or abroad 中选出国更明智；承认国内大学有舒适与低成本的优点，但强调走进陌生世界带来的成长超过这些便利。

亮明观点 · When it comes to ____, I firmly believe that ____ is the wiser choice. (当谈到某话题时，我坚信某选择更明智——填入本题的择校话题与你的立场)

预让步铺垫 · While ____ offers ____, the ____ outweighs these conveniences. (虽然对方有某优点，但某收获更重要——用来先承认反方、再压向己方)

第2段 视野 + 独立语言 + 让步费用

落点：理由一，多国同学的课堂让人学会表达与尊重差异，是国内课本给不了的；理由二，独自在外被迫自理生活、锻炼独立并浸泡在语言环境中；让步，承认学费昂贵，但语言与视野是终身受益的资产。

分论点主题句 · To begin with, ____ exposes students to _____. (首先，某条件让学生接触到某价值——用来领起第一条理由)

递进第二理由 · What matters more, ____ compels students to ____, forging _____. (更重要的是，某处境迫使学生做某事，从而锻造出某能力——递进到第二条理由并点出因果)

让步转折 · Admittedly, ____ is expensive; yet ____ are assets that repay the cost. (诚然某方面代价不小；但某收获是能回本的资产——主动让步再反压)

第3段 升华重申 + 呼吁收尾

落点：点明出国求学的不适恰恰是其价值所在；对愿意走出舒适区的人而言，一纸海外文凭是值得的投资。回扣第一段的立场，形成闭环。

重申立场 · In my view, therefore, ____ is exactly what makes it valuable. (在我看来，因此某要素恰恰是它可贵之处——换个角度重申观点)

收束呼吁 · For those willing to ____, ____ is an investment well worth making. (对于愿意做某事的人，某选择是值得的投资——以价值判断收尾)

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

立场唯一且贯穿全篇

本题达标关键：就 whether to attend college at home or abroad 只站一边（本范文选出国）并从头贯到尾；最易失分是通篇罗列两边利弊却不表态，把 state your opinion 写成了现象描述。

结构连贯

三段清晰 + 路标词到位

本题达标关键：三段各司其职、每条理由用主题句领起并用递进与让步词衔接；最易失分是整篇不分段或理由之间无过渡，读起来像流水账。

语言准确

立场让步句式用准

本题达标关键：in my view / admittedly... yet... / what matters more 这类表立场与让步的句式要用对位置、不堆砌；最易失分是中式英语逐字直译，或把连接词用错造成逻辑反转。

字数格式

落在硬性区间内

本题要求 write at least 150 words but no more than 200 words，是硬性上下限；最易失分是写得过短撑不满，或冲到 250 词超上限，两头都扣分。

典型低分写法 · 反面示例与改法

两边都夸的开头

反面示例: "Studying at home is convenient and cheap, while studying abroad can broaden your horizons. Both have advantages and disadvantages."——通篇这样写就没有观点。改成明确表态: "Weighing both sides, I firmly believe that studying abroad is the wiser choice." (先掂量两边, 但结论只站一边)

空喊开阔眼界

反面示例: "Studying abroad can broaden your horizons and make you a better person."——全是口号。改成有支撑: "Sitting in seminars with classmates from a dozen countries, one learns to defend ideas and respect differences." (用具体课堂场景坐实"开阔眼界")

同义重复撑长度

反面示例: "Studying abroad is good. It is really a good choice. I think it is very good and beneficial for students."——三句一个意思纯注水。改成增信息: "Admittedly, tuition abroad is expensive; yet the language fluency gained repays the cost for a lifetime." (用一句有内容的让步替代空重复)

英语六级 2017年6月·第3套 · 全卷构成

Part I	写作	本题
Part II	听力	与2017年6月第1套共用 · 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3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3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、5 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3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.

Let's all stop judging people who talk to themselves. New research says that those who can't seem to keep their inner monologues(独白) in are actually more likely to stay on task, remain 26 better and show improved perception capabilities. Not bad, really, for some extra muttering.

让我们都别再评判那些自言自语的人了。新研究表明,那些似乎无法将内心独白憋在心里的人实际上更有可能专注于任务,保持更好的注意力,并表现出更强的感知能力。对于一些额外的喃喃自语来说,这真的还不错。

According to a series of experiments published in the Quarterly Journal of Experimental Psychology by professors Gary Lupyan and Daniel Swignley, the act of using verbal clues to 27 mental pictures helps people function quicker.

根据Gary Lupyan和Daniel Swignley两位教授在《实验心理学季刊》上发表的一系列实验,使用语言线索来触发心理图像的行为能帮助人们更快地运作。

In one experiment, they showed pictures of various objects to twenty 28 and asked them to find just one of those, a banana. Half were 29 to repeat out loud what they were looking for and the other half kept their lips 30 . Those who talked to themselves found the banana slightly faster than those who didn't, the researchers say. In other experiments, Lupyan and Swignley found that 31 the name of a common product when on the hunt for it helped quicken someone's pace, but talking about uncommon items showed no advantage and slowed you down.

在一项实验中,他们向二十名志愿者展示了各种物品的图片,并要求他们只找出其中一个——一根香蕉。一半人被要求大声重复他们要找的东西,另一半人则保持沉默。研究人员说,那些自言自语的人比那些不说话

的人稍快地找到了香蕉。在其他实验中,Lupyan和Swignley发现,在寻找常见商品时说出其名称有助于加快某人的速度,但谈论不常见的物品则没有优势,反而会拖慢你的速度。

Common research has long held that talking themselves through a task helps children learn, although doing so when you've 32 matured is not a great sign of 33 . The two professors hope to refute that idea, 34 that just as when kids walk themselves through a process, adults can benefit from using language not just to communicate, but also to help "augment thinking".

常见的研究长期以来认为,通过自言自语来完成任务有助于儿童学习,尽管当你显然已经成熟时这样做并不是聪明的好迹象。这两位教授希望反驳这一观点,声称就像孩子们引导自己完成一个过程一样,成年人也可以从使用语言中受益,不仅是为了交流,还可以帮助'增强思维'。

Of course, you are still encouraged to keep the talking at library tones and, whatever you do, keep the information you share simple, like a grocery list. At any 35 , there's still such a thing as too much information.

当然,我们仍然鼓励你把说话保持在图书馆的音量,而且无论你做什么,都要让你分享的信息保持简单,比如购物清单。无论音量如何,信息过多仍然是个问题。

- | | |
|---------------|---------------|
| A) apparently | I) obscurely |
| B) arrogance | J) sealed |
| C) brilliance | K) spectators |
| D) claiming | L) trigger |
| E) dedicated | M) uttering |
| F) focused | N) volume |
| G) incur | O) volunteers |
| H) instructed | |

26. more likely to stay on task, remain (26) better and show improved perception capabilities

【答案】 **F) focused** (形容词)

【词性槽】 remain + 空, 空作表语

【依据】 **stay focused** 是固定表达

focused 与前文 stay on task (保持专心于任务) 并列, stay on task / remain focused 是英语里描述“专注”的常见连用; 且 focused 强调“注意力集中”, 与后文 show improved perception capabilities (感知能力提升) 的逻辑链一致。

【竞争词】 E) dedicated dedicated 偏“长期投入/奉献”, 不指即时注意力

dedicated 多指“对事业/工作长期投入、奉献”, 常用 dedicated to sth.; 而本句讨论的是自言自语者“当下任务中”的专注状态, 与“奉献”含义不匹配; 且 remain dedicated 通常需要后跟 to + 对象, 本句没有。

27. the act of using verbal clues to __(27)__ mental pictures helps people function quicker

【答案】 **L) trigger** (动词)

【词性槽】 to 后接动词原形

【依据】 **trigger mental pictures = 触发心理图像**

trigger 是“激发/触发”，正面或中性色彩，可与 mental pictures 搭配表“调出脑海中的图像”；与全文“说出关键词加速大脑反应”的主旨一致：用语言线索去“触发”大脑里的图片，加快搜索。

【竞争词】 **G) incur incur 多接负面后果，感情色彩与文意冲突**

incur 常接 loss、debt、anger、cost 等负面结果，意为“招致（不好的事）”；而 mental pictures 是中性/积极的认知产物，且本句在说自言自语的**正面**效果，感情色彩与 incur 反向。

【易错】 最具迷惑性的错误词是 **G)** —— 感情色彩反向最易误选。incur 词性、句法位都对得上 to __(27)__ mental pictures；考生若不熟悉“incur 多接负面后果”的搭配色彩，极易当作“引起”就填进去。防坑一句话：incur 接坏事，trigger 接反应。

28. they showed pictures of various objects to twenty __(28)__ and asked them to find just one of those, a banana

【答案】 **O) volunteers** (名词)

【词性槽】 数词 twenty 后必跟可数名词复数

【依据】 **心理学实验里被试称作 volunteers**

原文 In one experiment, they showed pictures of various objects to twenty __(28)__ and asked them to find just one of those, a banana 描述的是实验场景，被试是**自愿参加实验的人**，对应 volunteers；而且第二段已铺垫 a series of experiments，符合“招募志愿者做实验”的常见表达。

【竞争词】 **K) spectators 观众用于赛事/演出，不用于实验被试**

spectators 指体育比赛、表演的“观众”，是被动观看，不参与任务；而本句要求 asked them to find just one of those, a banana，被试要主动搜索香蕉，是实验参与者而非旁观者，词义指向不符。

29. Half were __(29)__ to repeat out loud what they were looking for

【答案】 **H) instructed** (动词)

【词性槽】 be 动词后 + to 不定式 → 过去分词作被动

【依据】 **instruct sb. to do 是固定搭配**

instructed 表“被指示/被要求做某事”，搭配“be instructed to do”是最常用结构。原文 Half were instructed to repeat out loud what they were looking for and the other half kept their lips __(30)__ 表明实验员让一半志愿者出声重复，正是被指示的动作。

【竞争词】 E) dedicated 搭配是 **dedicated to 而非 dedicated to do**

dedicated 表“致力于”，固定搭配是 be dedicated to + 名词/动名词 (to 是介词)，而本句 to repeat 是不定式；且“被致力于重复”逻辑不通，不符合实验员“下指令”的语境。

30. the other half kept their lips __(30)___

【答案】 **J) sealed** (形容词)

【词性槽】 keep + 宾语 + 空，空作宾补

【依据】 **sealed lips = 紧闭双唇**

另一半被试不出声，即“双唇紧闭”，sealed 与上一句 Half were instructed to repeat out loud 形成“出声 vs 不出声”的鲜明对照，逻辑链清晰。

31. Lupyan and Swignley found that __(31)___ the name of a common product when on the hunt for it helped quicken someone's pace

【答案】 **M) uttering** (动词)

【词性槽】 found that 引导的主语缺空，need 动名词

【依据】 **uttering the name = 说出名字**

uttering 意为“说出（一个声音/词）”，与上下文“talked to themselves”“repeat out loud”一脉相承——本段全在讲“出声说”能加速任务；utter the name of a product 即“说出某商品的名字”，与“when on the hunt for it 找东西时”逻辑顺畅。

【竞争词】 D) claiming claim 偏“主张/索取”，不指简单说出名字

claiming 意为“宣称/主张/索取”，常接观点或权利 (claim that .../claim a prize)，用 claim the name of a product 不符合英语习惯；且全段讨论的是“出声重复名字”的发音动作，不是“主张商品名”的言论行为。

32. doing so when you've __(32)__ matured is not a great sign of __(33)___

【答案】 **A) apparently** (副词)

【词性槽】 助动词 've 与过去分词 matured 之间 → 副词

【依据】 **apparently 修饰整句表“显然”**

apparently “显然地/看上去”，修饰 you've matured，表“你显然已经成熟了”——作者用这一带轻微反讽语气的副词，引出下句“成年人再自言自语就被认为不聪明”的世俗偏见，与第四段后半文要 refute that idea 形成铺垫。

【竞争词】 I) **obscurely obscurely** 偏“晦涩地”，与 matured 搭配语义违和

obscurely 意为“含糊地/不为人知地”，常修饰表达或处境（如 obscurely worded），不修饰 mature 这种描述“个人成长状态”的动词；“晦涩地成熟”逻辑不通。

33. doing so when you've apparently matured is not a great sign of __(33)___

【答案】 **C) brilliance** (名词)

【词性槽】 of 后接名词作介词宾语

【依据】 **not a great sign of brilliance = 不是聪明的标志**

brilliance “聪颖”是世俗偏见里“成熟成年人应当展现”的特质；原句意在转述偏见——“成年人还自言自语，看起来不是聪明的表现”。与后文 The two professors hope to refute that idea 中两教授要反驳的“成年人自言自语 = 不聪明”的观念严丝合缝。

【竞争词】 B) **arrogance arrogance** 偏“傲慢”，与上下文“聪明/不聪明”话题反向

arrogance “傲慢”是负面性格特质；本句要表达的是“不是聪明（智力）的标志”而非“不是傲慢（性格）的标志”，且“自言自语 → 不傲慢”的逻辑与全文“是否聪明”的讨论完全错位。

34. The two professors hope to refute that idea, __(34)___ that just as when kids walk themselves through a process, adults can benefit from using language

【答案】 **D) claiming** (动词)

【词性槽】 句末逗号后 + 空 + that 从句，分词作伴随状语

【依据】 **claim that ... = 主张某观点**

claiming 表“主张/宣称”，能接 that 从句，恰好引出两位教授“想反驳的对立观点”的具体内容：adults can benefit from using language not just to communicate, but also to help "augment thinking"。

35. At any __(35)__, there's still such a thing as too much information

【答案】 **N) volume** (名词)

【词性槽】 At any + 空 → 固定搭配里的名词

【依据】 at any volume 承接上文 library tones

volume “音量”与本段开篇 keep the talking at library tones (用图书馆里的低音量) 紧密呼应——作者从“说话音量”过渡到“无论以何种音量”都要注意信息别太多。注：虽然惯用语是 at any rate，但本段以 volume 收束，正是利用“音量”这一关键词把段落语境串起来的写作选择，rate 也不在词库中。

【易错】 最具迷惑性的错误词是 **B)** ——孤立看习语 at any rate 易走偏。考生若死记 at any rate 是“无论如何”却发现 rate 不在词库，可能慌乱去试 arrogance 等抽象名词；防坑一句话：词库里不放 rate，就回段首找关键词——本段 library tones 直接锁 volume。

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) **apparently** (副词)

显然地；看上去 (修饰整句或动词)

用于第 32 空

B) **arrogance** (名词)

傲慢，自大

干扰词 · 未选用

C) **brilliance** (名词)

聪颖，才华出众

用于第 33 空

D) **claiming** (动词) (形容词)

宣称，主张 (claim 的 -ing 形式，可作现在分词)

用于第 34 空

E) **dedicated** (动词) (形容词)

专心致志的；致力于 (dedicate 的过去分词/形容词)

干扰词 · 未选用

F) **focused** (动词) (形容词)

专注的，集中注意力的

用于第 26 空

G) **incur** 动词

招致，引起（多接负面结果）

干扰词 · 未选用

H) **instructed** 动词

指示，命令（instruct 的过去式/过去分词）

用于第 29 空

I) **obscurely** 副词

晦涩地；不为人知地

干扰词 · 未选用

J) **sealed** 动词 形容词

封住的，紧闭的（seal 的过去分词）

用于第 30 空

K) **spectators** 名词

观众，旁观者

干扰词 · 未选用

L) **trigger** 动词 名词

触发，引发；扳机

用于第 27 空

M) **uttering** 动词

说出，出声讲（utter 的 -ing 形式，可作动名词/现在分词）

用于第 31 空

N) **volume** 名词

音量；体积；卷册（在 at any rate/volume 类短语中可作固定搭配）

用于第 35 空

O) **volunteers** 名词

志愿者；自愿者

用于第 28 空

全文主旨

自言自语其实有助于专注与表现

全文围绕一项心理学研究展开：以往被嘲笑的“自言自语”其实能帮助成年人保持专注、改善感知，those who can't seem to keep their inner monologues(独白) in are actually more likely to stay on task, remain __(26)__ better and show improved perception capabilities 一句即定调，后续段落用实验论证“说出口”能加速任务执行。

DISTRACTORS · 干扰词复盘

这 5 个词始终没被任何空选用

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

B) **arrogance** 最像 33 题答案的抽象名词

arrogance 与正确答案 brilliance 同为抽象名词、同为 -ance 结尾、都能填入 not a great sign of __(33)__ 的语法位；识破点：本段讨论的是“是否聪明”，与“傲慢”话题无关。

E) **dedicated** 最像 29/26 的近义干扰

dedicated 既可作过去分词（像 29 的 instructed），又可作形容词（像 26 的 focused）；识破点：搭配是 be dedicated to + 名词/动名词，不接 to do 不定式；作形容词又偏“长期奉献”，与 stay on task 的“即时专注”不同向。

G) **incur** 最像 27 题答案的及物动词

incur 与 trigger 同为动词原形、同译“引起”，能填入 to __(27)__ mental pictures 的不定式位；识破点：incur 接负面后果（loss/debt/anger），不能接中性的 mental pictures。

I) **obscurely** 最像 32 题答案的副词

obscurely 与 apparently 同为副词，都能填入 you've __(32)__ matured 的助动词与分词之间；识破点：obscurely 是方式副词不修饰“成熟”这种状态变化动词，apparently 才是评注性副词，匹配“显然已经成熟”的语气。

K) **spectators** 最像 28 题答案的名词复数

spectators 与 volunteers 同为指人的名词复数，都能填入 twenty __(28)__；识破点：本句说的是 experiment 中的被试，要主动 find a banana，不是被动观看的观众。

SENTENCE INSIGHTS • 句子精讲

5 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。

Let's all stop judging people who talk to themselves.

第1段，第1句

祈使句 "Let's do" 结构和限制性定语从句修饰名词都是四六级、考研阅读和写作中的高频句式。动名词作宾语、关系代词引导定语从句的组合在真题中反复出现，掌握后可大量迁移到类似句型。

Those who talked to themselves found the banana slightly faster than those who didn't, the researchers say.

第3段，第3句

本句结构非常典型，集中体现了几个高频考点：限制性定语从句修饰不定代词（those），比较结构 faster than 引出对比，谓语承前省略（didn't 后省略动词），以及引述动词置于句末（the researchers say）的倒装式引述。这些结构在四六级和考研阅读中反复出现，特别是科技类和研究报告类文本。掌握本句的分析方法可以直接迁移到大量类似句子，代表性很强。

Common research has long held that talking themselves through a task helps children learn, although doing so when you've apparently matured is not a great sign of brilliance.

第4段，第1句

本句成分丰富且含多个易错点：宾语从句作宾语、动名词短语作主语、宾语补足语（"help sb do sth" 结构）、嵌套的状语从句、让步状语从句。这些都是考试常考且学生易混淆的成分，适合作为成分划分的练习句。

The two professors hope to refute that idea, claiming that just as when kids walk themselves through a process, adults can benefit from using language not just to communicate, but also to help "augment thinking".

第4段，第2句

句子呈现三层嵌套：宾语从句内部包含比较状语从句，比较状语从句内部又包含时间状语从句，加上主句中的现在分词短语作状语，形成多重咬合结构。学习者需要先理清时间从句与比较从句的归属，再把比较从句与宾语从句主干的修饰关系理顺，最后才能把宾语从句作为整体放回主句，阅读时容易迷失层级。

Of course, you are still encouraged to keep the talking at library tones and, whatever you do, keep the information you share simple, like a grocery list.

第5段，第1句

结构典型、成分丰富、包含多个常考句式组合，虽然主干被插入和嵌套打断增加了一定识别难度，但时态简单，整体属于难度适中、训练价值较高的句子，适合作为成分划分和从句识别的进阶练习材料，值得优先学习。

HIGH-FREQUENCY • 真题高频词

本篇出现的 39 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。

professor B1

n. 教授（大学教师的最高职称）

本篇2次 · 真题 112 句

researcher B2

n. 研究人员

本篇1次 · 真题 363 句

product A2

n. 产品

本篇1次 · 真题 271 句

benefit B1

n. 好处

本篇1次 · 真题 244 句

likely A2

adj. 很可能的

本篇1次 · 真题 228 句

better A1

adj. 更好的（good 的比较级）

本篇1次 · 真题 205 句

actually A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇1次 · 真题 182 句

accord C1

n. （国家、团体间的）协议

本篇1次 · 真题 167 句

process B1

n. 过程

本篇1次 · 真题 126 句

mental B1

adj. 精神的

本篇1次 · 真题 120 句

claim B1

v. 声称

本篇1次 · 真题 111 句

publish B1

v. 出版，发行（书籍、杂志等）

本篇1次 · 真题 94 句

thinking A2

n. 思考

本篇1次 · 真题 68 句

journal B1

n. 杂志

本篇1次 · 真题 66 句

quickly A2

adv. 快速地

本篇1次·真题 63 句

various B1

adj. 各种各样的

本篇1次·真题 63 句

psychology B2

n. 心理学

本篇1次·真题 52 句

sign A1

n. 标志

本篇1次·真题 49 句

function B1

n. 功能

本篇1次·真题 40 句

extra A2

adj. 额外的

本篇1次·真题 33 句

series B1

n. 系列

本篇1次·真题 33 句

item A2

n. 项目

本篇1次·真题 31 句

judge B1

v. 判断, 评判

本篇1次·真题 26 句

pace B1

n. 速度

本篇1次·真题 23 句

slightly B1

adv. 稍微, 略微, 轻微地

本篇1次·真题 21 句

volume B1

n. 音量

本篇1次·真题 21 句

capability B2

n. 能力

本篇1次·真题 20 句

trigger B2

v. 引发

本篇1次·真题 20 句

grocery B1

n. 食品杂货

本篇1次·真题 19 句

apparently B2

adv. 显然, 看来 (根据外表或所见所闻判断)

本篇1次·真题 18 句

tone B1

n. 语气, 口气

本篇1次 · 真题 17 句

hunt B1

v. 搜寻

本篇1次 · 真题 15 句

mature B2

adj. 成熟的

本篇1次 · 真题 15 句

perception C1

n. 看法

本篇1次 · 真题 15 句

experimental B2

adj. 实验的

本篇1次 · 真题 13 句

improved A2

adj. 改进的

本篇1次 · 真题 13 句

inner B1

adj. 内部的, 里面的

本篇1次 · 真题 13 句

focused B1

adj. 集中注意力的

本篇1次 · 真题 11 句

verbal B2

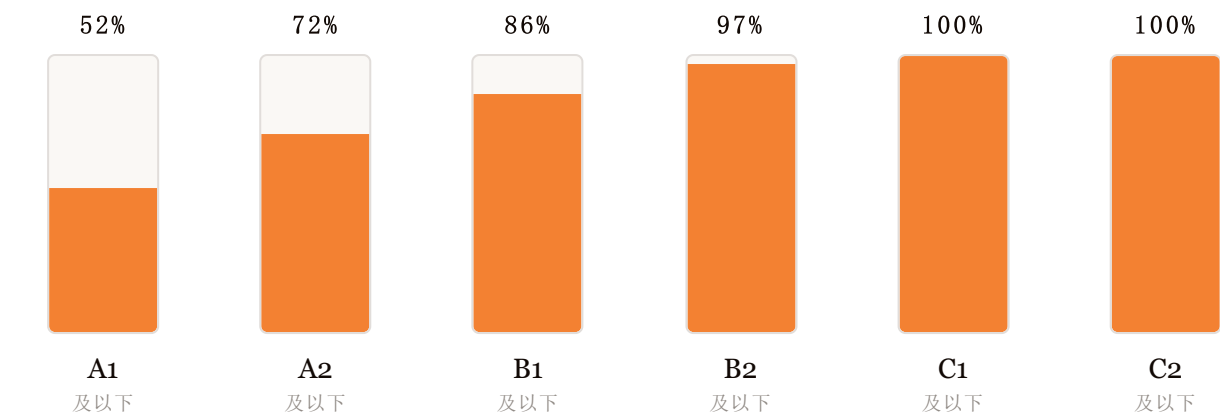
adj. 口头的

本篇1次 · 真题 10 句

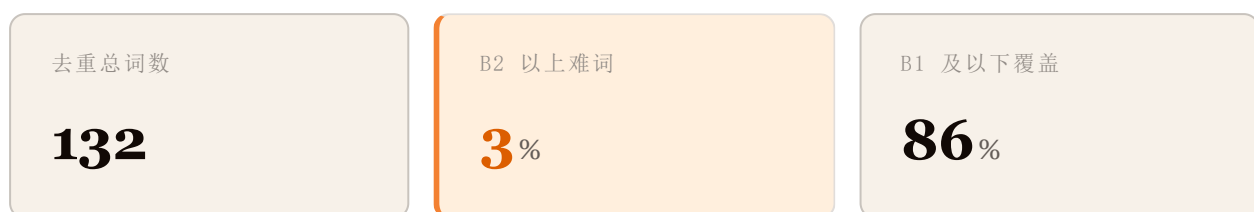
VOCABULARY • 词汇难度分布

全文 132 词按 CEFR 难度累积覆盖

带空短文去重后共 132 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 4 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 132 个 · 末柱为 100%



英语六级 2017年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2017年6月第1套共用 · 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3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3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 17 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3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**.

Rich Children and Poor Ones Are Raised Very Differently

- A) The lives of children from rich and poor American families look more different than ever before.
来自美国富裕家庭和贫困家庭的儿童,其生活状况比以往任何时候都更加不同。
- B) Well-off families are ruled by calendars, with children enrolled in ballet, soccer and after-school programs, according to a new Pew Research Center survey. There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.
根据Pew研究中心的一项新调查,富裕家庭受日程表支配,孩子们参加芭蕾、足球和课后项目。通常有双亲,他们花大量时间给孩子读书,并担心他们的焦虑水平和繁忙的日程安排。
- C) In poor families, meanwhile, children tend to spend their time at home or with extended family. They are more likely to grow up in neighborhoods that their parents say aren't great for raising children, and their parents worry about them getting shot, beaten up or in trouble with the law.
与此同时,在贫困家庭中,孩子们往往在家中或与大家庭成员一起度过时间。他们更有可能在父母认为不太适合抚养孩子的社区长大,他们的父母担心他们被枪击、被殴打或惹上法律麻烦。
- D) The class differences in child rearing are growing—a symptom of widening inequality with far-reaching consequences. Different upbringings set children on different paths and can deepen socioeconomic divisions, especially because education is strongly linked to earnings. Children grow up learning the skills to succeed in their socioeconomic stratum(阶层), but not necessarily others.
儿童抚养方面的阶层差异正在扩大——这是不平等加剧的一个症状,具有深远的影响。不同的成长经历使儿童走上不同的道路,并可能加深社会经济分化,尤其是因为教育与收入密切相关。儿童在成长过程中

学习在其社会经济阶层中取得成功的技能,但不一定适用于其他阶层。

- E) "Early childhood experiences can be very consequential for children's long-term social, emotional and cognitive development," said Sean Reardon, professor of poverty and inequality in education at Stanford University. "And because those influence educational success and later earnings, early childhood experiences cast a lifelong shadow." The cycle continues: Poorer parents have less time and fewer resources to invest in their children, which can leave children less prepared for school and work, which leads to lower earnings.

Stanford大学贫困与教育不平等教授Sean Reardon说:"早期童年经历对儿童的长期社会、情感和认知发展可能产生重大影响。而且因为这些影响教育成功和日后收入,早期童年经历会投下终生的阴影。"这个循环继续:较贫困的父母投入到孩子身上的时间和资源更少,这可能使孩子在上学和工作方面准备不足,从而导致较低的收入。

- F) American parents want similar things for their children, the Pew report and past research have found: for them to be healthy and happy, honest and ethical, caring and compassionate. There is no best parenting style or philosophy, researchers say, and across income groups, 92% of parents say they are doing a good job at raising their children. Yet they are doing it quite differently. Middle-class and higher-income parents see their children as projects in need of careful cultivation, says Annette Lareau, whose groundbreaking research on the topic was published in her book *Unequal Childhoods: Class, Race and Family Life*. They try to develop their skills through close supervision and organized activities, and teach children to question authority figures and navigate elite institutions.

Pew报告和过去的研究发现,美国父母希望孩子得到类似的东西:健康快乐、诚实有道德、关心他人富有同情心。研究人员表示,没有最好的育儿方式或理念,在各个收入群体中,92%的父母表示他们在抚养孩子方面做得很好。然而他们的做法却大不相同。Annette Lareau说,中产阶级和高收入父母将孩子视为需要精心培养的项目,她关于这一主题的开创性研究发表在她的著作《不平等的童年:阶级、种族与家庭生活》中。他们试图通过密切监督和有组织的活动来培养孩子的技能,并教导孩子质疑权威人物和驾驭精英机构。

- G) Working-class parents, meanwhile, believe their children will naturally thrive, and give them far greater independence and time for free play. They are taught to be compliant and respectful to adults. There are benefits to both approaches. Working-class children are happier, more independent, complain less and are closer with family members, Ms. Lareau found. Higher-income children are more likely to declare boredom and expect their parents to solve their problems. Yet later on, the more affluent children end up in college and on the way to the middle class, while working-class children tend to struggle. Children from higher-income families are likely to have the skills to navigate bureaucracies and succeed in schools and workplaces, Ms. Lareau said.

与此同时,工人阶级父母相信他们的孩子会自然茁壮成长,给予他们更大的独立性和自由玩耍的时间。他们被教导要顺从并尊重成年人。两种方法都有好处。Lareau女士发现,工人阶级的孩子更快乐、更独立、抱怨更少,与家人更亲近。高收入家庭的孩子更有可能表示无聊,并期望父母解决他们的问题。然而后来,更富裕的孩子最终进入大学并走向中产阶级,而工人阶级的孩子往往挣扎。Lareau女士说,来自高收入家庭的孩子更有可能具备驾驭官僚机构并在学校和工作场所取得成功的技能。

- H) "Do all parents want the most success for their children? Absolutely," she said. "Do some strategies give children more advantages than others in institutions? Probably they do. Will parents be

damaging children if they have one fewer organized activity? No, I really doubt it."

她说:"所有父母都希望孩子获得最大的成功吗?绝对是。某些策略是否比其他策略在机构中给孩子更多优势?可能是的。如果父母少安排一项有组织的活动,会伤害孩子吗?不,我真的怀疑。"

- I) Social scientists say the differences arise in part because low-income parents have less money to spend on music class or preschool, and less flexible schedules to take children to museums or attend school events. Extracurricular activities reflect the differences in child rearing in the Pew survey, which was of a nationally representative sample of 1,807 parents. Of families earning more than \$75,000 a year, 84% say their children have participated in organized sports over the past year, 64% have done volunteer work and 62% have taken lessons in music, dance or art. Of families earning less than \$30,000, 59% of children have done sports, 37% have volunteered and 41% have taken arts classes.

社会科学家表示,这些差异部分源于低收入父母用于音乐课或学前教育的钱更少,带孩子去博物馆或参加学校活动的日程安排也不够灵活。Pew调查中的课外活动反映了儿童抚养方面的差异,该调查对1807名具有全国代表性的父母样本进行了调查。在年收入超过75000美元的家庭中,84%表示他们的孩子在过去一年参加过有组织的体育活动,64%做过志愿工作,62%上过音乐、舞蹈或艺术课程。在年收入低于30000美元的家庭中,59%的孩子参加过体育活动,37%做过志愿者,41%上过艺术课。

- J) Especially in affluent families, children start young. Nearly half of high-earning, college-graduate parents enrolled their children in arts classes before they were 5, compared with one-fifth of low-income, less-educated parents. Nonetheless, 20% of well-off parents say their children's schedules are too hectic, compared with 8% of poorer parents.

特别是在富裕家庭中,孩子很早就开始了。近一半高收入、大学毕业的父母在孩子5岁前就让他们参加艺术课程,而低收入、教育程度较低的父母中只有五分之一这样做。尽管如此,20%的富裕父母表示孩子的日程太繁忙,而较贫困父母中只有8%这样认为。

- K) Another example is reading aloud, which studies have shown gives children bigger vocabularies and better reading comprehension in school. 71% of parents with a college degree say they do it every day, compared with 33% of those with a high school diploma or less. White parents are more likely than others to read to their children daily, as are married parents. Most affluent parents enroll their children in preschool or day care, while low-income parents are more likely to depend on family members. Discipline techniques vary by education level: 8% of those with a postgraduate degree say they often beat their children, compared with 22% of those with a high school degree or less.

另一个例子是大声朗读,研究表明这能让孩子拥有更大的词汇量和更好的学校阅读理解能力。71%拥有大学学位的父母表示他们每天都这样做,而拥有高中文凭或更低学历的父母中只有33%这样做。白人父母比其他人更有可能每天给孩子读书,已婚父母也是如此。大多数富裕父母让孩子上学前班或日托,而低收入父母更有可能依赖家庭成员。管教技巧因教育水平而异:8%拥有研究生学位的人表示他们经常打孩子,而拥有高中学历或更低学历的人中有22%这样做。

- L) The survey also probed attitudes and anxieties. Interestingly, parents' attitudes toward education do not seem to reflect their own educational background as much as a belief in the importance of education for upward mobility. Most American parents say they are not concerned about their

children's grades as long as they work hard. But 50% of poor parents say it is extremely important to them that their children earn a college degree, compared with 39% of wealthier parents.

该调查还探究了态度和焦虑。有趣的是,父母对教育的态度似乎不太反映他们自己的教育背景,而更多地反映对教育对于向上流动的重要性的信念。大多数美国父母表示,只要孩子努力学习,他们就不担心孩子的成绩。但50%的贫困父母表示,孩子获得大学学位对他们来说极其重要,而较富裕父母中只有39%这样认为。

- M) Less-educated parents, and poorer and black and Latino parents are more likely to believe that there is no such thing as too much involvement in a child's education. Parents who are white, wealthy or college-educated say too much involvement can be bad. Parental anxieties reflect their circumstances. High-earning parents are much more likely to say they live in a good neighborhood for raising children. While bullying is parents' greatest concern overall, nearly half of low-income parents worry their child will get shot, compared with one-fifth of high-income parents. They are more worried about their children being depressed or anxious.

教育程度较低的父母,以及较贫困、黑人和拉丁裔父母更有可能认为,在孩子的教育中不存在过度参与这回事。白人、富裕或受过大学教育的父母则表示过度参与可能是坏事。父母的焦虑反映了他们的处境。高收入父母更有可能表示他们生活在适合抚养孩子的好社区。虽然欺凌是父母总体上最关心的问题,但近一半的低收入父母担心孩子会被枪击,而高收入父母中只有五分之一担心这一点。他们更担心孩子会抑郁或焦虑。

- N) In the Pew survey, middle-class families earning between \$30,000 and \$75,000 a year fell right between working-class and high-earning parents on issues like the quality of their neighborhood for raising children, participation in extracurricular activities and involvement in their children's education.

在Pew调查中,年收入在30000至75000美元之间的中产阶级家庭,在诸如抚养孩子的社区质量、参与课外活动以及参与孩子教育等问题上,正好处于工人阶级和高收入父母之间。

- O) Children were not always raised so differently. The achievement gap between children from high- and low-income families is 30–40% larger among children born in 2001 than those born 25 years earlier, according to Mr. Reardon's research. People used to live near people of different income levels; neighborhoods are now more segregated by income. More than a quarter of children live in single-parent households—a historic high, according to Pew—and these children are three times as likely to live in poverty as those who live with married parents. Meanwhile, growing income inequality has coincided with the increasing importance of a college degree for earning a middle-class wage.

儿童的抚养方式并非总是如此不同。根据Reardon先生的研究,2001年出生的儿童与25年前出生的儿童相比,来自高收入和低收入家庭儿童之间的成就差距扩大了30-40%。人们过去住在不同收入水平的人附近;现在社区按收入更加隔离。根据Pew的数据,超过四分之一的儿童生活在单亲家庭中——这是历史最高水平——这些儿童生活在贫困中的可能性是与已婚父母一起生活的儿童的三倍。与此同时,收入不平等的加剧与大学学位对获得中产阶级工资的重要性日益增加同时发生。

P) Yet there are recent signs that the gap could be starting to shrink. In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.

然而,最近有迹象表明差距可能开始缩小。在过去十年中,即使收入不平等有所加剧,育儿方面的一些社会经济差异,如给孩子读书和去图书馆,已经缩小。

Q) Public policies aimed at young children have helped, including public preschool programs and reading initiatives. Addressing differences in the earliest years, it seems, could reduce inequality in the next generation.

针对幼儿的公共政策有所帮助,包括公共学前教育项目和阅读倡议。看来,解决最早期的差异可能会减少下一代的平等。

陈述句与逐句解析

36. Working-class parents teach their children to be obedient and show respect to adults.

工人阶级父母教育孩子要服从并尊重成年人。

【答案】 G 段 (强锚点)

【锚点】 工人阶级 + 顺从尊重成人

【定位】 They are taught to be compliant and respectful to adults.

他们被教育要顺从、要尊重成人。

【改写】 Working-class parents teach their children ↔

Working-class parents, meanwhile, believe their children will naturally thrive 与 They are taught to be compliant and respectful to adults

代词 They 回指 Working-class parents 的孩子

obedient and show respect to adults ↔ **compliant and respectful to adults**

同义词替换

37. American parents, whether rich or poor, have similar expectations of their children despite different ways of parenting.

美国父母,无论贫富,尽管育儿方式不同,但对孩子的期望是相似的。

【答案】 F 段 (强锚点)

【锚点】 贫富父母期望相似

【定位】 American parents want similar things for their children, the Pew report and past research have found: for them to be healthy and happy, honest and ethical, caring and compassionate.

Pew 报告与既往研究发现: 美国父母对孩子的期望相似, 都希望孩子健康快乐、诚实有德、有爱心、有同情心。

【改写】 American parents, whether rich or poor, have similar expectations of their children ↔

American parents want similar things for their children

want similar things = have similar expectations

whether rich or poor ↔ **across income groups, 92% of parents say they are doing a good job**

across income groups = 不论贫富

despite different ways of parenting ↔ **Yet they are doing it quite differently**

Yet 让步 = despite 让步

【辨邻】 B B 仅描述富裕家庭日程满满、担心 anxiety levels and hectic schedules, 根本没有把贫富父母的期望放在一起比较。

Well-off families are ruled by calendars, with children enrolled in ballet, soccer and after-school programs

38. While rich parents are more concerned with their children's psychological well-being, poor parents are more worried about their children's safety.

富裕父母更关注孩子的心理健康,而贫困父母更担心孩子的安全。

【答案】 M 段 (强锚点)

【锚点】 心理健康 vs 安全

【定位】 While bullying is parents' greatest concern overall, nearly half of low-income parents worry their child will get shot, compared with one-fifth of high-income parents. They are more worried about their children being depressed or anxious.

尽管欺凌是父母总体上最大的担忧, 但近一半低收入父母担心孩子被枪击, 高收入父母只有五分之一。高收入父母更担心孩子抑郁或焦虑。

【改写】 rich parents are more concerned with their children's psychological well-being ↔

They are more worried about their children being depressed or anxious

depressed or anxious = psychological well-being

poor parents are more worried about their children's safety ↔

nearly half of low-income parents worry their child will get shot

get shot 是 safety 担忧的具体表现

【辨邻】 C C 只描写贫困家庭父母担心孩子 getting shot, beaten up or in trouble with the law, 根本没写富裕父母担心孩子心理健康, 单边无法承担陈述句的并列对比。

their parents worry about them getting shot, beaten up or in trouble with the law

B B 写富裕父母关注 anxiety levels and hectic schedules, 是单边描述, 没有把贫富两类焦虑并列。

worrying about their anxiety levels and hectic schedules

39. The increasing differences in child rearing between rich and poor families reflect growing social inequality.

富裕家庭和贫困家庭在育儿方面日益增大的差异反映了社会不平等的加剧。

【答案】 **D** 段 (弱锚点)

【锚点】 育儿差异反映社会不平等

【定位】 The class differences in child rearing are growing—a symptom of widening inequality with far-reaching consequences.

育儿中的阶级差异正在扩大——这是不平等扩大、影响深远的征兆。

【改写】 The increasing differences in child rearing between rich and poor families ↔

The class differences in child rearing are growing

class differences = differences between rich and poor

reflect growing social inequality ↔ **a symptom of widening inequality**

symptom of = reflect

【辨邻】 **O** O 讲 Children were not always raised so differently 与 30–40% larger 的成绩差距对比，主线是今昔变化与按收入分居，没有‘育儿差异 = 不平等征兆’这层反映关系的断言。

The achievement gap between children from high- and low-income families is 30–40% larger among children born in 2001 than those born 25 years earlier

E E 强调 Early childhood experiences can be very consequential 与 cast a lifelong shadow，落点是早期经历影响长远，不是把育儿差异作为社会不平等的征兆。

Poorer parents have less time and fewer resources to invest in their children, which can leave children less prepared for school and work, which leads to lower earnings

40. Parenting approaches of working-class and affluent families both have advantages.

工人阶级家庭和富裕家庭的育儿方式都各有优势。

【答案】 **G** 段 (强锚点)

【锚点】 两种育儿方式都有优势

【定位】 There are benefits to both approaches.

两种方式都有好处。

【改写】 Parenting approaches of working-class and affluent families ↔

Working-class parents, meanwhile, believe their children will naturally thrive 与 Higher-income children are more likely to declare boredom

both approaches 指上下文两种育儿方式

both have advantages ↔ **There are benefits to both approaches**

benefits 同义于 advantages

【辨邻】 H H 表态 Do some strategies give children more advantages than others in institutions? Probably they do, 是承认某些策略更占优, 并非'两种方式都有好处'的对称评价。

Do some strategies give children more advantages than others in institutions? Probably they do.

F F 强调 There is no best parenting style or philosophy 与跨阶层 92% 自评良好, 并未论证两种方式各自的优点。

There is no best parenting style or philosophy, researchers say, and across income groups, 92% of parents say they are doing a good job at raising their children.

41. Higher-income families and working-class families now tend to live in different neighborhoods.

高收入家庭和工人阶级家庭现在倾向于居住在不同的社区。

【答案】 O 段 (强锚点)

【锚点】 高低收入家庭住不同邻里

【定位】 People used to live near people of different income levels; neighborhoods are now more segregated by income.

过去人们与不同收入的人住在一起; 如今邻里更多按收入隔离。

【改写】 Higher-income families and working-class families ↔

People used to live near people of different income levels

different income levels = 高低收入两类家庭

now tend to live in different neighborhoods ↔

neighborhoods are now more segregated by income

neighborhoods 按收入隔离 = 住到不同邻里

【辨邻】 C C 写贫困家庭孩子 grow up in neighborhoods that their parents say aren't great for raising children, 重点是治安差, 不是高低收入分别住在不同社区。

They are more likely to grow up in neighborhoods that their parents say aren't great for raising children

M M 写 High-earning parents are much more likely to say they live in a good neighborhood for raising children, 只是评价, 不是按收入分居的事实陈述。

High-earning parents are much more likely to say they live in a good neighborhood for raising children

42. Physical punishment is used much less by well-educated parents.

受过良好教育的父母较少使用体罚。

【答案】 K 段 (强锚点)

【锚点】 体罚 + 高学历父母

【定位】 Discipline techniques vary by education level: 8% of those with a postgraduate degree say they often beat their children, compared with 22% of those with a high school degree or less.
管教方式随父母学历不同而不同：研究生学历父母有 8% 表示经常打孩子，而高中及以下学历的父母这一比例是 22%。

【改写】 Physical punishment ↔ **beat their children**

beat 是 physical punishment 的具体形式

used much less by well-educated parents ↔

8% of those with a postgraduate degree 与 22% of those with a high school degree or less

8% < 22% 直接支撑 much less

43. Ms. Lareau doesn't believe participating in fewer after-class activities will negatively affect children's development.

Lareau 女士不认为参加较少的课外活动会对孩子的发展产生负面影响。

【答案】 **H** 段（强锚点）

【锚点】 专名 Lareau + 减少课外活动

【定位】 Will parents be damaging children if they have one fewer organized activity? No, I really doubt it.

如果孩子少参加一项有组织的活动，父母会因此伤害孩子吗？不会，我真的不这么认为。

【改写】 Ms. Lareau doesn't believe ↔ **I really doubt it**

I doubt = doesn't believe 含蓄否定

participating in fewer after-class activities ↔ **they have one fewer organized activity**

organized activity = after-class activity

will negatively affect children's development ↔ **parents be damaging children**

damaging children = 负面影响发展

【辨邻】 **G** G 引述 Ms. Lareau said 时讲 There are benefits to both approaches 与 Higher-income children are more likely to declare boredom, 没有针对“减少课外活动”的判断。

Higher-income children are more likely to declare boredom and expect their parents to solve their problems.

F F 写 Middle-class and higher-income parents see their children as projects in need of careful cultivation, 落点在“精心栽培”，没有否定减少活动的伤害。

Middle-class and higher-income parents see their children as projects in need of careful cultivation

44. Wealthy parents are concerned about their children's mental health and busy schedules.

富裕父母关注孩子的心理健康和繁忙的日程安排。

【答案】 **B** 段（强锚点）

【锚点】富裕父母 + 心理健康 + 忙碌日程

【定位】There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.

通常有两位父母，他们花大量时间给孩子读书，并担心孩子的焦虑水平和忙碌日程。

【改写】Wealthy parents ↔ **Well-off families are ruled by calendars**

Well-off = Wealthy

their children's mental health and busy schedules ↔ **their anxiety levels and hectic schedules**

anxiety = mental health, hectic = busy

【辨邻】M M 提到 depressed or anxious，但没有把忙碌日程作为富裕父母的担忧并列写出，无法独立支撑陈述句的两条并列担忧。

They are more worried about their children being depressed or anxious

J J 写 20% of well-off parents say their children's schedules are too hectic，是统计自评，不是描述富裕父母同时担心心理与日程。

20% of well-off parents say their children's schedules are too hectic, compared with 8% of poorer parents.

45. Some socioeconomic differences in child rearing have shrunk in the past ten years.

过去十年中，育儿方面的一些社会经济差异已经缩小。

【答案】P 段（强锚点）

【锚点】近十年 + 差异缩小

【定位】In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.

在过去十年里，即使收入不平等扩大了，育儿中一些社会经济差异（例如给孩子读书、去图书馆）反而收窄了。

【改写】Some socioeconomic differences in child rearing ↔

some of the socioeconomic differences in parenting

child rearing = parenting

have shrunk in the past ten years ↔ **In the past decade ... have narrowed**

decade = ten years, narrow = shrink

【辨邻】O O 写 30–40% larger，是差距扩大；与 shrunk 方向完全相反，是典型的'正话反说'干扰。

The achievement gap between children from high- and low-income families is 30–40% larger among children born in 2001 than those born 25 years earlier

Q Q 写 could reduce inequality in the next generation，时态指向未来或假设，不是 P 段的 'have narrowed' 现在完成时事实陈述。

Addressing differences in the earliest years, it seems, could reduce inequality in the next generation.

17 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 开篇总起句，点出美国贫富家庭孩子的生活差异比以往任何时候都更大，是全文论点的引子。

信息指纹 全文论点引子

- B 富裕家庭的育儿日常：日程被排得满满当当，父母给孩子报舞蹈、足球、课后班，担心孩子的焦虑水平与忙碌程度。

信息指纹 富裕家庭日程与焦虑

- C 贫困家庭的育儿日常：孩子多在家里或大家族里活动，父母担心邻里环境差、担心孩子挨枪子、挨揍或惹上法律麻烦。

信息指纹 贫困家庭邻里担忧

- D 把贫富育儿差异定位为不平等扩大的症候，并指出这种差异会通过教育与收入挂钩，加深社会经济分层。

信息指纹 差异是不平等的症候

- E 引用 Sean Reardon 的话，强调早期童年经历对孩子一生社会、情感、认知发展的长远影响，并描绘贫困代际循环。

信息指纹 Reardon 谈早期经历的长远阴影

- F Pew 报告与既有研究都发现：不论贫富，美国父母对孩子的期望相似（健康、快乐、诚实、有同情心），跨阶层 92% 的父母都自评做得不错；但中产及以上把孩子当作需要精心栽培的项目。

信息指纹 贫富父母期望相似

G 工人阶级父母相信孩子会自然成长，给更多独立与自由玩耍时间，教孩子顺从、尊重成人；两种育儿方式各有优劣，但工人阶级孩子日后多挣扎、富裕孩子更易进大学进入中产。

信息指纹 工人阶级教孩子顺从与各有优劣

H Lareau 进一步表态：父母都想让孩子最成功；某些策略确实在体制内给孩子更多优势；但少一项有组织的活动并不会真的伤害孩子。

信息指纹 Lareau 谈少一项活动无害

I 社科学者指出差异部分源于低收入父母钱少、时间不灵活；Pew 调查（1807 名父母）用课外活动比例（体育、志愿、艺术）量化了富裕与贫困家庭参与率的差距。

信息指纹 课外活动参与率数据对比

J 富裕家庭让孩子从小就开始学：近一半高收入大学毕业父母在孩子 5 岁前就送他们上艺术班；20% 富裕父母觉得孩子日程太满，贫困这一比例只有 8%。

信息指纹 艺术班启蒙年龄与日程过满感

K 亲子共读、托儿安排、管教方式三类差异：大学学历父母 71% 每日给孩子读书 vs 高中及以下 33%；体罚率随学历下降而上升（研究生 8% vs 高中及以下 22%）。

信息指纹 读书、托管与体罚差异

L 调查还触及态度与焦虑：父母对教育的态度更多反映他们对教育能否带来阶层上升的信念，而非自己的学历；50% 贫困父母觉得孩子拿大学学位极重要，富裕父母只有 39%。

信息指纹 教育态度与上升信念

M 学历较低、较贫困及黑人拉美裔父母更倾向认为不存在过度介入；高收入父母更倾向认为过度介入有害。父母的焦虑反映各自处境：低收入父母近一半担心孩子被枪击（高收入只五分之一），同时更担心孩子抑郁焦虑。

信息指纹 贫富焦虑各异：枪击 vs 抑郁

N Pew 数据显示中产家庭（年收入 3 万到 7.5 万）在邻里质量、课外活动参与、教育介入等议题上恰好落在工人阶级与高收入家庭之间。

信息指纹 中产介于贫富之间

O 孩子并非一直被差异化抚养：2001 年出生的孩子成绩差距比 25 年前出生的孩子大 30–40%；过去不同收入的人住在一起，现在邻里按收入隔离；单亲家庭比例创历史新高，且这些孩子贫困率是已婚家庭的三倍。

信息指纹 今非昔比的差距与按收入隔离

P 近来出现差距开始缩小的迹象：过去十年，给孩子读书、上图书馆等部分育儿层面的社会经济差异已经收窄。

信息指纹 过去十年差距缩小迹象

Q 针对低龄儿童的公共政策（公立学前项目、阅读倡议）起到了作用；从最早期就着手干预，可以减少下一代的不平等。

信息指纹 公共政策干预最早期

SENTENCE INSIGHTS • 句子精讲

12 句真题句逐层精讲

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

Well-off families are ruled by calendars, with children enrolled in ballet, soccer and after-school programs, according to a new Pew Research Center survey.

B段，第1句

“主干陈述 + 逗号后补充说明 + 句末交代来源”是常见的新闻和说明文句式。掌握这种读法后，处理同类材料时可直接迁移。

There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.

B段，第2句

"There be" 存在句 + 非限制性定语从句是四六级和考研阅读中的高频句式，定语从句修饰主句名词的结构极为常见，学习后可广泛迁移到类似句子的分析。

In poor families, meanwhile, children tend to spend their time at home or with extended family.

C段，第1句

简单句中包含插入语和并列状语，这种结构在真题阅读中较常见，可帮助学生熟悉插入语的识别和并列成分的处理，有一定代表性，但因过于简单，无法覆盖复杂句式的典型特征。

They are more likely to grow up in neighborhoods that their parents say aren't great for raising children, and their parents worry about them getting shot, beaten up or in trouble with the law.

C段，第2句

并列句加定语从句的结构在四六级和考研阅读中非常常见,especially 描述社会问题或调查结果的长句。句中 more likely to do、worry about sb doing、restrictive attributive clause 等都是高频句式,典型性很强,掌握后可以迁移到大量类似真题句

Middle-class and higher-income parents see their children as projects in need of careful cultivation, says Annette Lareau, whose groundbreaking research on the topic was published in her book Unequal Childhoods: Class, Race and Family Life.

F段，第4句

本句的主句 + 非限制性定语从句结构在学术文章和新闻报道中非常常见,且 "see ... as ..." 的宾语补足语结构、被动语态的使用都是四六级和考研阅读中的高频句式。掌握这类结构后可迁移到大量类似句子,代表性较强。

Working-class parents, meanwhile, believe their children will naturally thrive, and give them far greater independence and time for free play.

G段，第1句

并列谓语、宾语从句(尤其 that 省略型)、双宾语结构均为四六级和考研阅读中的高频句式,句子结构贴近真题常见模式。掌握本句的分析方法可直接迁移到大量类似句型,具有较强的典型性和复用价值。

Nonetheless, 20% of well-off parents say their children's schedules are too hectic, compared with 8% of poorer parents.

J段，第3句

主句带宾语从句(say 后接完整陈述句)是四六级和考研阅读中的高频句式,分词短语作状语进行补充说明也是常见的书面表达模式。宾语从句省略引导词 that 是口语和书面语中都很典型的现象。整体结构代表性强,掌握后可以迁移到大量类似句式的理解和写作中。

Most American parents say they are not concerned about their children's grades as long as they work hard.

L段，第3句

主句带宾语从句、宾语从句中嵌套条件状语从句的结构,是四六级和考研阅读中的常见句式。"say"后接宾语从句、"as long as"引导条件从句,都是高频考点。掌握本句的分析方法可以迁移到大量类似结构的句子上。

They are more worried about their children being depressed or anxious.

M段，第6句

本句为"主语 + be + 形容词 + about + 动名词复合结构"的典型模式,在四六级和考研真题中高频出现,尤其是表达情绪或态度的句子(如 worried about、concerned about、excited about 等)。动名词复合结构(their children being...)作介词宾语这一用法也是常考点。掌握此句式后,学生可迁移到大量类似表达,结构代表性强。

More than a quarter of children live in single-parent households—a historic high, according to Pew—and these children are three times as likely to live in poverty as those who live with married parents.

O段，第4句

并列句 + 限制性定语从句 + 比较结构("as ... as")是四六级和考研真题中极为常见的组合句式;长表语含不定式和比较对象也是高频考点,结构具有很强的代表性和迁移价值。

Yet there are recent signs that the gap could be starting to shrink.

P段，第1句

there be 存在句和同位语从句都是四六级、考研阅读中的高频结构。尤其同位语从句常出现在学术语境和新闻报道中，用于解释抽象名词（如 evidence, fact, news, signs），具有较强的迁移性和实用性。

While rich parents are more concerned with their children's psychological well-being, poor parents are more worried about their children's safety.

第38题题干

"While" 引导对比状语从句的结构在四六级和考研阅读中频繁出现，且本句呈现的对比逻辑清晰，具有较强的代表性和迁移价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 123 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。

less A1

det. 较少的

本篇10次 · 真题 273 句

likely A2

adj. 很可能的

本篇8次 · 真题 228 句

inequality B2

n. 不平等

本篇6次 · 真题 50 句

income B1

n. 收入

本篇5次 · 真题 94 句

earn A2

v. 赚得，挣得（金钱）

本篇5次 · 真题 64 句

neighborhood B1

n. 街区

本篇5次 · 真题 19 句

reflect B1

v. 反映, 显示

本篇4次 · 真题 71 句

reading A1

n. 阅读

本篇4次 · 真题 43 句

schedule A2

n. 时间表

本篇4次 · 真题 41 句

earning B1

n. 收入

本篇4次 · 真题 14 句

socioeconomic C1

adj. 社会经济的

本篇4次 · 真题 13 句

affluent C1

adj. 富裕的, 富足的

本篇4次 · 真题 12 句

parenting B1

n. 养育子女

本篇4次 · 真题 11 句

tend B1

v. 倾向于, 往往会

本篇3次 · 真题 170 句

anxiety B2

n. 焦虑

本篇3次 · 真题 44 句

concerned B1

adj. 担心的

本篇3次 · 真题 43 句

wealthy B2

adj. 富有的

本篇3次 · 真题 39 句

meanwhile B1

adv. 与此同时

本篇3次 · 真题 29 句

differently A2

adv. 不同地

本篇3次 · 真题 23 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇3次 · 真题 19 句

involvement B2

n. 参与

本篇3次 · 真题 15 句

enroll B2

v. 注册

本篇3次 · 真题 9 句

preschool B1

n. 学前班; 幼儿园

本篇3次 · 真题 8 句

accord C1

n. (国家、团体间的) 协议

本篇2次 · 真题 167 句

later A1

adv. 以后, later

本篇2次 · 真题 87 句

importance B1

n. 重要性

本篇2次 · 真题 60 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次 · 真题 59 句

gap B1

n. 间隙

本篇2次 · 真题 54 句

institution B2

n. 机构

本篇2次 · 真题 52 句

growing A2

adj. 增长的

本篇2次 · 真题 47 句

educational B1

adj. 教育的

本篇2次 · 真题 44 句

poverty B2

n. 贫穷

本篇2次 · 真题 44 句

participate B1

v. 参加

本篇2次 · 真题 31 句

childhood A2

n. 童年

本篇2次 · 真题 28 句

increasing B1

adj. 越来越多的

本篇2次 · 真题 26 句

shrink B2

v. 缩小

本篇2次 · 真题 23 句

worried A2

adj. 担心的

本篇2次 · 真题 21 句

navigate B2

v. 导航

本篇2次 · 真题 13 句

extracurricular B2

adj. 课外的;课程以外的

本篇2次·真题9句

shoot A2

v. 射击

本篇2次·真题8句

researcher B2

n. 研究人员

本篇1次·真题363句

benefit B1

n. 好处

本篇1次·真题244句

issue B1

n. 问题

本篇1次·真题158句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题138句

decade B1

n. 十年

本篇1次·真题120句

mental B1

adj. 精神的

本篇1次·真题120句

resource B1

n. 资源

本篇1次·真题119句

affect B1

v. 影响

本篇1次·真题116句

project A2

n. 项目

本篇1次·真题116句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题112句

quality A2

n. 质量

本篇1次·真题112句

policy B1

n. 政策

本篇1次·真题103句

event A2

n. 事件

本篇1次·真题99句

according B1

prep. 根据

本篇1次·真题96句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次 · 真题 94 句

physical B1

adj. 身体的

本篇1次 · 真题 91 句

concern B1

v. 涉及

本篇1次 · 真题 88 句

belief B1

n. 相信

本篇1次 · 真题 85 句

cognitive C1

adj. 认知的

本篇1次 · 真题 85 句

despite B1

prep. 尽管

本篇1次 · 真题 77 句

workplace B1

n. 工作场所

本篇1次 · 真题 70 句

consequence B2

n. 结果

本篇1次 · 真题 66 句

strategy B2

n. 策略

本篇1次 · 真题 63 句

wage B1

n. 工资

本篇1次 · 真题 63 句

generation B2

n. 一代人

本篇1次 · 真题 60 句

figure A2

n. 数字

本篇1次 · 真题 58 句

overall B1

adj. 总体的

本篇1次 · 真题 58 句

aim B1

v. 瞄准

本篇1次 · 真题 57 句

solve A2

v. 解决 (问题、困难)

本篇1次 · 真题 54 句

struggle B1

v. 奋斗

本篇1次 · 真题 54 句

link A2

n. 联系

本篇1次·真题 53 句

emotional B1

adj. 情绪的

本篇1次·真题 52 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

damage B1

n. 损害

本篇1次·真题 46 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本篇1次·真题 45 句

achievement B1

n. 成就

本篇1次·真题 44 句

style A2

n. 方式

本篇1次·真题 44 句

psychological B2

adj. 心理的

本篇1次·真题 39 句

elite C1

n. 精英

本篇1次·真题 37 句

expectation B2

n. 期待;预期

本篇1次·真题 32 句

household B1

n. 家庭

本篇1次·真题 30 句

necessarily B2

adv. 必然地

本篇1次·真题 30 句

vary B1

v. 不同

本篇1次·真题 30 句

extremely B1

adv. 极其

本篇1次·真题 29 句

discipline B2

n. 纪律

本篇1次·真题 28 句

thrive B2

v. 茁壮成长

本篇1次·真题 27 句

lower A2

adj. 较低的;下方的

本篇1次·真题 26 句

initiative B2

n. 主动性

本篇1次·真题 25 句

technique B1

n. 技术

本篇1次·真题 24 句

complain A2

v. 抱怨

本篇1次·真题 23 句

prepared A2

adj. 准备好的

本篇1次·真题 23 句

strongly B1

adv. 强烈地

本篇1次·真题 23 句

naturally B1

adv. 自然地

本篇1次·真题 22 句

authority B2

n. 权力

本篇1次·真题 21 句

lifelong B2

adj. 终身的

本篇1次·真题 21 句

mobility B2

n. 移动能力

本篇1次·真题 21 句

sample B1

n. 样品

本篇1次·真题 20 句

narrow B1

adj. 狭窄的

本篇1次·真题 19 句

declare B2

v. 宣布

本篇1次·真题 18 句

arise B2

v. 出现;产生;发生

本篇1次·真题 17 句

cycle B1

n. 循环

本篇1次·真题 16 句

division B1

n. 分开

本篇1次·真题 16 句

flexible B2

adj. 灵活的

本篇1次·真题 15 句

independence B2

n. 独立;自主

本篇1次·真题 15 句

symptom B2

n. 症状

本篇1次·真题 15 句

circumstance B2

n. 情况

本篇1次·真题 14 句

upward B2

adv. 向上地

本篇1次·真题 14 句

absolutely B1

adv. 完全地

本篇1次·真题 13 句

ethical B2

adj. 道德的

本篇1次·真题 13 句

participation B2

n. 参与

本篇1次·真题 13 句

comprehension B2

n. 理解力

本篇1次·真题 12 句

philosophy B2

n. 哲学

本篇1次·真题 12 句

punishment B1

n. 惩罚

本篇1次·真题 11 句

anxious B1

adj. 焦虑的

本篇1次·真题 10 句

cast B2

v. 投掷

本篇1次·真题 9 句

depressed B2

adj. 抑郁的

本篇1次·真题 9 句

representative B2

n. 代表

本篇1次·真题 9 句

shadow

A2

n. 阴影

本篇1次 · 真题 9 句

calendar

A2

n. 日历

本篇1次 · 真题 8 句

nonetheless

B2

adv. 尽管如此

本篇1次 · 真题 8 句

parental

B2

adj. 父母的

本篇1次 · 真题 8 句

vocabulary

B1

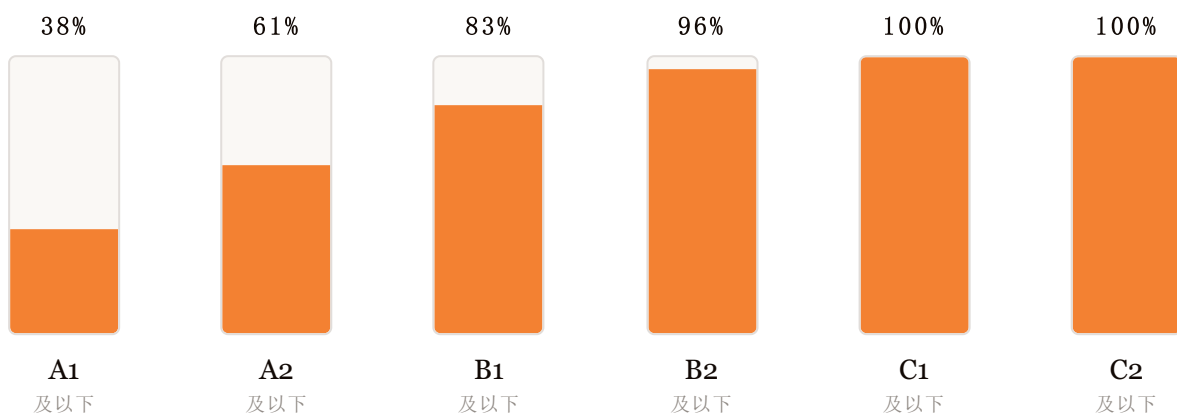
n. 词汇量

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 348 词按 CEFR 难度累积覆盖

全文去重后共 **348** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 15 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 348 个 · 末柱为 100%

去重总词数

348

B2 以上难词

4%

B1 及以下覆盖

83%

英语六级 2017年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2017年6月第1套共用 · 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3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3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 8 段原文（段首标 P1-P8 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3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 Tennessee's technical and community colleges will not outsource(外包) management of their facilities to a private company, a decision one leader said was bolstered by an analysis of spending at each campus.

田纳西州的技术学院和社区学院将不会把其设施管理外包给私营公司,一位领导表示,这一决定得到了对各校区支出分析的支持。

P2 In an email sent Monday to college presidents in the Tennessee Board of Regents system, outgoing Chancellor John Morgan said an internal analysis showed that each campus' spending on facilities management fell well below the industry standards identified by the state. Morgan said those findings—which included data from the system's 13 community colleges, 27 technical colleges and six universities—were part of the decision not to move forward with Governor Bill Haslam's proposal to privatize management of state buildings in an effort to save money.

在周一发给田纳西州董事会系统各学院院长的一封电子邮件中,即将离任的校长John Morgan表示,一项内部分析显示,各校区在设施管理方面的支出远低于该州确定的行业标准。Morgan表示,这些调查结果——包括来自该系统13所社区学院、27所技术学院和6所大学的数据——是决定不推进州长Bill Haslam提出的将州立建筑管理私有化以节省资金的提案的部分原因。

P3 "While these numbers are still being validated by the state, we feel any adjustments they might suggest will be immaterial," Morgan wrote to the presidents. "System institutions are operating very

efficiently based on this analysis, raising the question of the value of pursuing a broad scale outsourcing initiative."

Morgan在给各院长的信中写道:"虽然这些数字仍在接受州政府的验证,但我们认为他们可能提出的任何调整都将是无关紧要的。根据这项分析,系统内各机构的运营效率非常高,这引发了一个问题,即追求大规模外包举措的价值何在。"

P4 Workers' advocates have criticized Haslam's plan, saying it would mean some campus workers would lose their jobs or benefits. Haslam has said colleges would be free to opt in or out of the outsourcing plan, which has not been finalized.

工人权益倡导者批评了Haslam的计划,称这将意味着一些校园工作人员会失去工作或福利。Haslam表示,各学院可以自由选择加入或退出尚未最终确定的外包计划。

P5 Morgan notified the Haslam administration of his decision to opt out in a letter sent last week. That letter, which includes several concerns Morgan has with the plan, was originally obtained by The Commercial Appeal in Memphis.

Morgan在上周发出的一封信中向Haslam政府通报了他选择退出的决定。这封信包含了Morgan对该计划的几点担忧,最初由孟菲斯的The Commercial Appeal获得。

P6 In an email statement from the state's Office of Customer Focused Government, which is examining the possibility of outsourcing, spokeswoman Michelle R. Martin said officials were still working to analyze the data from the Board of Regents. Data on management expenses at the college system and in other state departments will be part of a "business justification" the state will use as officials deliberate the specifics of an outsourcing plan.

在该州客户导向型政府办公室发表的一份电子邮件声明中,该办公室正在研究外包的可能性,女发言人Michelle R. Martin表示,官员们仍在努力分析来自董事会的数据。学院系统和其他州政府部门的管理费用数据将成为该州"业务论证"的一部分,官员们将利用这些论证来审议外包计划的具体细节。

P7 "The state's facilities management project team is still in the process of developing its business justification and expects to have that completed and available to the public at the end of February," Martin said. "At this time there is nothing to take action on since the analysis has yet to be completed." Martin说:"该州的设施管理项目团队仍在制定其业务论证,预计将在2月底完成并向公众公布。目前由于分析尚未完成,没有需要采取行动的事项。"

P8 Morgan's comments on outsourcing mark the second time this month that he has come out against one of Haslam's plans for higher education in Tennessee. Morgan said last week that he would retire at the end of January because of the governor's proposal to split off six universities of the Board of Regents system and create separate governing boards for each of them. In his resignation letter, Morgan called the reorganization "unworkable".

Morgan关于外包的评论标志着他本月第二次公开反对Haslam为田纳西州高等教育制定的计划之一。Morgan上周表示,由于州长提出将董事会系统的六所大学分离出来,并为每所大学建立独立的管理委员会,他将于1月底退休。在辞职信中,Morgan称这次重组"不可行"。

题目与逐题解析

46. What do we learn about the decision of technical and community colleges in Tennessee?

- A) It is backed by a campus spending analysis.
- B) It has been flatly rejected by the governor.
- C) It has neglected their faculty's demands.
- D) It will improve their financial situation.

关于田纳西州技术学院和社区学院的决定,我们了解到什么?

- A) 该决定得到了校园支出分析的支持。 B) 该决定已被州长断然拒绝。
C) 该决定忽视了教职工的诉求。 D) 该决定将改善这些院校的财务状况。

【答案】 A (细节题)

【判型】 What do we learn about the decision of technical and community colleges in Tennessee? 问的是关于这个决定我们从文中得知什么, 是对原文事实的客观转述, 不带 infer / imply。

【拆句】 What do we learn about the decision of technical and community colleges in Tennessee? 是一个直接特殊疑问句, about 后面带一个长名词短语, 里面 of technical and community colleges in Tennessee 是 the decision 的两层后置修饰 (of 短语 + in 短语); 结构平铺直叙, 无陷阱。

【定位】 Tennessee's technical and community colleges will not outsource(外包) management of their facilities to a private company, a decision one leader said was bolstered by an analysis of spending at each campus.

田纳西州的技术学院与社区学院不会把它们的设施管理外包给私营公司, 一位领导者说这一决定有 "对各校园开支的一份分析" 作支撑。

【选项】 A) ✓ 正确

a decision one leader said was bolstered by an analysis of spending at each campus ↔

It is backed by a campus spending analysis.

选项 It is backed by a campus spending analysis. 把 bolster 换成 back, 把 of 短语压成复合名词, 语义和预判 "决定有开支分析作支撑" 一一对应。

B) 看清谁拒绝了谁

It has been flatly rejected by the governor. 的 rejected by the governor 与 Governor Bill Haslam's proposal to privatize management of state buildings 中州长 "提出外包" 的事实相反——是 Morgan 不接受州长的方案, 不是州长否决学院的决定。

C) 无中生有

It has neglected their faculty's demands. 中 faculty's demands (教师诉求) 在原文没有任何对应: 文中提到的是 Workers' advocates (工人权益倡导者), 并非 faculty (教师), 也未出现 demands 这一指控。

D) 过度推断

It will improve their financial situation. 把改善财务状况说成学院决定的结果; 原文里 in an effort to save money 是州长想 "为州里省钱" 才提出外包的动机, 并未说不外包能改善学院财务。

47. What does the campus spending analysis reveal?

- A) Private companies play a big role in campus management.
- B) Facilities management by colleges is more cost-effective.
- C) Facilities management has greatly improved in recent years.
- D) Colleges exercise full control over their own financial affairs.

校园支出分析揭示了什么?

- A) 私营企业在校园管理中发挥着重要作用。 B) 由学院进行设施管理更具成本效益。
- C) 近年来设施管理已有很大改善。 D) 学院对自身财务事务拥有完全的控制权。

【答案】 B (细节题)

【判型】 What does the campus spending analysis reveal? 问的是分析揭示了什么客观事实, 仍属对原文结论句的转述。

【拆句】 What does the campus spending analysis reveal? 是 What 作宾语前置的特殊疑问句, 主语是 the campus spending analysis, 谓语 reveal; 结构清晰, 无陷阱。

【定位】 outgoing Chancellor John Morgan said an internal analysis showed that each campus' spending on facilities management fell well below the industry standards identified by the state.

即将离任的校长 John Morgan 说, 一份内部分析显示, 每一所校园在设施管理上的开支都远低于该州认定的行业标准。

【选项】 A) 与原文相反

Private companies play a big role in campus management. 与原文方向直接相反——分析得出的结论恰恰是 "不需要外包给私企", raising the question of the value of pursuing a broad scale outsourcing initiative 是在反问外包的必要性。

B) ✓ 正确

each campus' spending on facilities management fell well below the industry standards ↔

Facilities management by colleges is more cost-effective.

"开支低于业内标准 + 学院自己在管" 两段信息合起来就是 "由学院来管反而更省钱", 与选项 Facilities management by colleges is more cost-effective. 完全等值。

C) 无中生有

Facilities management has greatly improved in recent years. 中 in recent years 的时间纵向比较, 全文没有任何依据; 原文只做 "当前校园开支 vs 当前业内标准" 的横向比较, 未涉及历史改进。

D) 以偏概全

Colleges exercise full control over their own financial affairs. 中 full control over financial affairs 的全权说法在原文没依据; 原文只谈一笔具体开支 (设施管理) 低于业内标准, 并未谈学院整体财权的归属。

48. Workers' supporters argue that Bill Haslam's proposal would _____.

- A) deprive colleges of the right to manage their facilities
- B) make workers less motivated in performing duties
- C) render a number of campus workers jobless
- D) lead to the privatization of campus facilities

工人支持者认为Bill Haslam的提案将_____。

- A) 剥夺学院管理其设施的权利
- B) 使工人履行职责的积极性降低
- C) 导致一些校园工人失业
- D) 导致校园设施私有化

【答案】 C (细节题)

【判型】 Workers' supporters argue that Bill Haslam's proposal would _____. 留空让你补出 Workers' supporters 的论点内容, 即原文对应论点的同义转述。

【拆句】 Workers' supporters argue that Bill Haslam's proposal would _____. 是一个简单复合句: 主句主语 Workers' supporters, 谓语 argue; that 引导宾语从句, 从句里 Bill Haslam's proposal 作主语、would 后接选项补出的动词原形; 结构平铺直叙, 无陷阱。

【定位】 Workers' advocates have criticized Haslam's plan, saying it would mean some campus workers would lose their jobs or benefits.

工人权益倡导者批评 Haslam 的方案, 称这会意味着一些校园工人失去工作或福利。

【选项】 A) 与原文相反

deprive colleges of the right to manage their facilities 把后果说成 "剥夺学院自管权", 原文 Haslam has said colleges would be free to opt in or out of the outsourcing plan 反而强调学校可自由进出。

B) 偷换概念

make workers less motivated in performing duties 提到 "工作积极性下降", 原文从未谈及 motivation 维度; 倡导者担心的是 "失业 / 失福利" 这种实体损失, 不是士气。

C) ✓ 正确

some campus workers would lose their jobs or benefits ↔

render a number of campus workers jobless

原文给的是 "丢工作 OR 丢福利" 两个并列后果, 选项 render a number of campus workers jobless 命中其中 "丢工作" 这一支; 六级选 "原文也直说过" 的那一项, 没毛病。

D) 答非所问

lead to the privatization of campus facilities 把 "私有化校园设施" 说成倡导者批评的后果; 但 privatize 本来就是 Haslam 计划本身 (Governor Bill Haslam's proposal to privatize management of state buildings), 不是倡导者另外担心的后果。

49. What do we learn from the state spokeswoman's response to John Morgan's decision?

- A) The outsourcing plan is not yet finalized.
- B) The outsourcing plan will be implemented.
- C) The state officials are confident about the outsourcing plan.
- D) The college spending analysis justifies the outsourcing plan.

从州政府女发言人对**John Morgan**决定的回应中我们了解到什么?

- A) 外包计划尚未最终确定。 B) 外包计划将会实施。 C) 州政府官员对外包计划充满信心。
- D) 学院支出分析证明外包计划是合理的。

【答案】 **A** (细节题)

【判型】 What do we learn from the state spokeswoman's response to John Morgan's decision? 问的是发言人回应中我们读到了什么客观事实, 仍是原文转述。

【拆句】 What do we learn from the state spokeswoman's response to John Morgan's decision? 是特殊疑问句, from 引出短语作状语, 里面 the state spokeswoman's response 是核心名词, 后跟 to John Morgan's decision 的介词短语作后置修饰, 限定是 "对谁的决定的回应"; 结构平铺直叙, 无陷阱。

【定位】 The state's facilities management project team is still in the process of developing its business justification and expects to have that completed and available to the public at the end of February. At this time there is nothing to take action on since the analysis has yet to be completed.

州里负责设施管理项目的团队仍在制定其业务可行性报告，预计 2 月底完成并对外公开。眼下没有可执行的事项，因为分析还没完成。

【选项】 A) ✓ 正确

The state's facilities management project team is still in the process of developing its business justification

↔ **The outsourcing plan is not yet finalized.**

Haslam has said colleges would be free to opt in or out of the outsourcing plan, which has not been finalized.

↔ **The outsourcing plan is not yet finalized.**

发言人原话强调 "仍在制定 / 没东西可执行"，与第 4 段 which has not been finalized 完全合拍，对应选项 The outsourcing plan is not yet finalized.。

B) 过度推断

The outsourcing plan will be implemented. 把 "将会实施" 当作发言人态度，原文反而是 At this time there is nothing to take action on——现在无可执行，并未承诺一定实施。

C) 无中生有

The state officials are confident about the outsourcing plan. 用 confident 强加情绪色彩，原文发言人通篇是 "还在做、还没定" 的中性陈述，未现任何信心表态。

D) 与原文相反

The college spending analysis justifies the outsourcing plan. 让学院开支分析去 "证成外包"，与第 2 段 fell well below the industry standards 给出的结论方向相反——分析得出的是 "无需外包"。

50. Why did John Morgan decide to resign?

- A) He had lost confidence in the Tennessee state government.
- B) He disagreed with the governor on higher education policies.
- C) He thought the state's outsourcing proposal was simply unworkable.
- D) He opposed the governor's plan to reconstruct the college board system.

John Morgan为什么决定辞职？

- A) 他对田纳西州政府失去了信心。
- B) 他在高等教育政策上与州长意见不一致。
- C) 他认为州政府的外包提案根本行不通。
- D) 他反对州长重建学院董事会系统的计划。

【答案】 D (细节题)

【判型】 Why did John Morgan decide to resign? 问的是原因，原文有 because of 显式给出，属对原因句的转述。

【拆句】 Why did John Morgan decide to resign? 是 Why 起手的特殊疑问句，结构平铺直叙，decide to resign 是 "动词 + 不定式" 的常规搭配；无陷阱。

【定位】 Morgan said last week that he would retire at the end of January because of the governor's proposal to split off six universities of the Board of Regents system and create separate governing boards for each of them.

Morgan 上周说他将在 1 月底退休，原因是州长提议把董事会系统下的 6 所大学拆出来，各自成立独立的治理委员会。

【选项】 A) 以偏概全

He had lost confidence in the Tennessee state government. 把原因从 "反对州长某具体方案" 扩大成 "对州政府整体失去信心"，原文从未谈及他对州政府整体的信任状态。

B) 以偏概全

He disagreed with the governor on higher education policies. 中 higher education policies 是复数泛指 "高等教育政策" 整体；原文 Morgan's comments on outsourcing mark the second time this month that he has come out against one of Haslam's plans 只表明 "第二次反对州长其中一项方案"，仍是单一政策维度。

C) 张冠李戴

He thought the state's outsourcing proposal was simply unworkable. 把辞职原因说成 "觉得外包方案不可行"，但原文 In his resignation letter, Morgan called the reorganization "unworkable". 中 unworkable 修饰的是 the reorganization (重组) 而不是 outsourcing；辞职原因明确是 because of the governor's proposal to split off six universities，即重组，不是外包。

D) ✓ 正确

because of the governor's proposal to split off six universities of the Board of Regents system and create separate governing boards for each of them

↔ He opposed the governor's plan to reconstruct the college board system.

原文交代他辞职的直接原因就是州长这一拆分提案，辞职这个行为本身即 oppose 的最强表达，与选项 He opposed the governor's plan to reconstruct the college board system. 等值。

SENTENCE INSIGHTS • 句子精讲

2 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。

"While these numbers are still being validated by the state, we feel any adjustments they might suggest will be immaterial," Morgan wrote to the presidents.

第3段，第1句

引述动词 + 直接引语、省略 that 的宾语从句、插入式定语从句、让步状语从句、情态动词结构、被动语态进行时，均为四六级和考研真题中的高频句式组合，掌握后可大量迁移到新闻报道、学术引述等语境。

Why did John Morgan decide to resign?

第50题 题干

特殊疑问句是常见句式，助动词提前、不定式作宾语都是高频考点，具有较强的代表性和复用性。

HIGH-FREQUENCY · 真题高频词

本篇出现的 75 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。

outsourcing C1

n. 外包（将业务转给外部公司）

本篇10次 · 真题 10 句

management B1

n. 管理

本篇8次 · 真题 63 句

campus B1

n. （大学或学院的）校园

本篇8次 · 真题 40 句

analysis B2

n. 分析

本篇7次 · 真题 49 句

facility B2

n. 设施

本篇7次 · 真题 27 句

system A2

n. 系统

本篇6次 · 真题 176 句

would A1

aux. (will 的过去式) 将要, 会

本篇5次 · 真题 568 句

spending A2

n. 开支

本篇5次 · 真题 41 句

proposal B2

n. 提议

本篇4次 · 真题 34 句

data B1

n. 数据

本篇3次 · 真题 181 句

community B1

n. 社区

本篇3次 · 真题 163 句

official B1

adj. 官方的

本篇3次 · 真题 37 句

technical B2

adj. 技术的

本篇3次 · 真题 23 句

financial B2

adj. 财政的

本篇2次 · 真题 79 句

email A2

n. 电子邮件

本篇2次 · 真题 53 句

opt B2

v. 选择

本篇2次 · 真题 18 句

less A1

det. 较少的

本篇1次 · 真题 273 句

benefit B1

n. 好处

本篇1次 · 真题 244 句

base A2

n. 基础

本篇1次 · 真题 126 句

process B1

n. 过程

本篇1次 · 真题 126 句

finding B2

n. 调查结果

本篇1次 · 真题 121 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 119 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

policy B1

n. 政策

本篇1次·真题 103 句

demand B1

v. 坚决要求

本篇1次·真题 92 句

concern B1

v. 涉及

本篇1次·真题 88 句

customer A2

n. 顾客, 客户

本篇1次·真题 87 句

identify B1

v. 识别

本篇1次·真题 75 句

available A2

adj. 可获得的

本篇1次·真题 63 句

perform B1

v. 执行

本篇1次·真题 61 句

specific B2

adj. 具体的

本篇1次·真题 59 句

advocate B2

v. 拥护

本篇1次·真题 55 句

reveal B2

v. 揭示

本篇1次·真题 54 句

institution B2

n. 机构

本篇1次·真题 52 句

operate B1

v. 运转

本篇1次·真题 52 句

response B1

n. 回答

本篇1次·真题 52 句

appeal B2

v. 呼吁

本篇1次·真题 48 句

expense B1

n. 花费

本篇1次 · 真题 46 句

commercial B2

adj. 商业的

本篇1次 · 真题 43 句

pursue B2

v. 追求

本篇1次 · 真题 43 句

department A2

n. 部门

本篇1次 · 真题 41 句

possibility B1

n. 可能性

本篇1次 · 真题 35 句

scale B1

n. 规模

本篇1次 · 真题 32 句

statement B1

n. 声明

本篇1次 · 真题 30 句

broad B1

adj. 宽阔的

本篇1次 · 真题 29 句

obtain B2

v. 获得

本篇1次 · 真题 29 句

comment B1

n. 评论

本篇1次 · 真题 28 句

confidence B1

n. 信心

本篇1次 · 真题 28 句

implement B2

v. 实施

本篇1次 · 真题 28 句

analyze B2

v. 分析

本篇1次 · 真题 27 句

greatly B1

adv. 非常

本篇1次 · 真题 27 句

initiative B2

n. 主动性

本篇1次 · 真题 25 句

oppose B2

v. 反对

本篇1次 · 真题 21 句

reject B2

v. 拒绝接受

本篇1次·真题 20 句

justify B2

v. 证明...有道理

本篇1次·真题 19 句

internal B2

adj. 内部的

本篇1次·真题 17 句

deprive B2

v. 剥夺

本篇1次·真题 16 句

neglect B2

v. 忽视;疏忽

本篇1次·真题 16 句

originally B1

adv. 起初

本篇1次·真题 16 句

render B2

v. 使成为

本篇1次·真题 16 句

bolster C1

v. 支持

本篇1次·真题 15 句

criticize B2

v. 批评

本篇1次·真题 14 句

faculty B2

n. (大学的) 系, 院

本篇1次·真题 14 句

outgoing B2

adj. 外向的

本篇1次·真题 14 句

efficiently B2

adv. 高效地

本篇1次·真题 13 句

administration B2

n. 管理

本篇1次·真题 12 句

affair B2

n. 事务

本篇1次·真题 12 句

disagree A2

v. 不同意

本篇1次·真题 12 句

retire B1

v. 退休

本篇1次·真题 12 句

supporter B1

n. 支持者

本篇1次 · 真题 12 句

focused B1

adj. 集中注意力的

本篇1次 · 真题 11 句

motivated B1

adj. 有积极性的

本篇1次 · 真题 11 句

adjustment B2

n. 调整

本篇1次 · 真题 10 句

validate C1

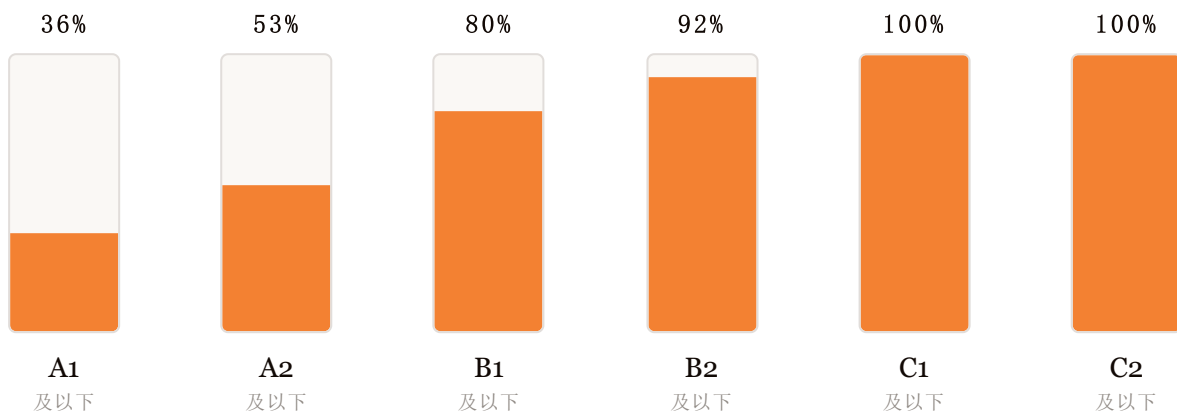
v. 证实

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 205 词按 CEFR 难度累积覆盖

全文去重后共 **205** 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 16 个 · 约 8%。



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 205 个 · 末柱为 100%

去重总词数

205

B2 以上难词

8%

B1 及以下覆盖

80%

英语六级 2017年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2017年6月第1套共用 · 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3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3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 3 段原文（段首标 P1-P3 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3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 Beginning in the late sixteenth century, it became fashionable for young aristocrats to visit Paris, Venice, Florence, and above all, Rome, as the culmination(终极) of their classical education. Thus was born the idea of the Grand Tour, a practice which introduced Englishmen, Germans, Scandinavians, and also Americans to the art and culture of France and Italy for the next 300 years. Travel was arduous and costly throughout the period, possible only for a privileged class—the same that produced gentlemen scientists, authors, antique experts, and patrons of the arts.

从十六世纪晚期开始，年轻贵族访问巴黎、威尼斯、佛罗伦萨，尤其是罗马，作为其古典教育的终极体验，成为一种时尚。由此诞生了大旅行的概念，这一实践在接下来的300年里将英国人、德国人、斯堪的纳维亚人以及美国人引向法国和意大利的艺术与文化。在整个时期，旅行既艰苦又昂贵，只有特权阶层才有可能进行——正是这个阶层产生了绅士科学家、作家、古董专家和艺术赞助人。

P2 The Grand Tourist was typically a young man with a thorough grounding in Greek and Latin literature as well as some leisure time, some means, and some interest in art. The German traveler Johann Winckelmann pioneered the field of art history with his comprehensive study of Greek and Roman sculpture; he was portrayed by his friend Anton Raphael Mengs at the beginning of his long residence in Rome. Most Grand Tourists, however, stayed for briefer periods and set out with less scholarly intentions, accompanied by a teacher or guardian, and expected to return home with souvenirs

of their travels as well as an understanding of art and architecture formed by exposure to great masterpieces.

大旅行者通常是一位在希腊和拉丁文学方面有深厚基础的年轻男子,同时拥有一些闲暇时间、一些财力以及对艺术的某种兴趣。德国旅行者Johann Winckelmann以其对希腊和罗马雕塑的综合研究开创了艺术史领域;他在罗马长期居住之初由其朋友Anton Raphael Mengs为其画像。然而,大多数大旅行者停留的时间较短,出发时的学术意图也较少,由教师或监护人陪同,并期望带着旅行纪念品以及通过接触伟大杰作而形成的对艺术和建筑的理解返回家乡。

P3 London was a frequent starting point for Grand Tourists, and Paris a compulsory destination; many traveled to the Netherlands, some to Switzerland and Germany, and a very few adventurers to Spain, Greece, or Turkey. The essential place to visit, however, was Italy. The British traveler Charles Thompson spoke for many Grand Tourists when in 1744 he described himself as "being impatiently desirous of viewing a country so famous in history, a country which once gave laws to the world, and which is at present the greatest school of music and painting, contains the noblest productions of sculpture and architecture, and is filled with cabinets of rarities, and collections of all kinds of historical relics". Within Italy, the great focus was Rome, whose ancient ruins and more recent achievements were shown to every Grand Tourist. Panini's Ancient Rome and Modern Rome represent the sights most prized, including celebrated Greco-Roman statues and views of famous ruins, fountains, and churches. Since there were few museums anywhere in Europe before the close of the eighteenth century, Grand Tourists often saw paintings and sculptures by gaining admission to private collections, and many were eager to acquire examples of Greco-Roman and Italian art for their own collections. In England, where architecture was increasingly seen as an aristocratic pursuit, noblemen often applied what they learned from the villas of Palladio in the Veneto and the evocative(唤起回忆的) ruins of Rome to their own country houses and gardens.

伦敦是大旅行者的常见出发点,巴黎是必到之处;许多人前往荷兰,一些人前往瑞士和德国,极少数冒险者前往西班牙、希腊或土耳其。然而,必去之地是意大利。英国旅行者Charles Thompson在1744年描述自己"迫不及待地渴望参观一个在历史上如此著名的国家,一个曾经为世界制定法律的国家,一个目前是音乐和绘画最伟大学府的国家,包含雕塑和建筑最高贵的作品,并充满珍品陈列室和各种历史遗物收藏",这代表了许多大旅行者的的心声。在意大利境内,重点是罗马,其古代遗迹和较近期的成就会向每一位大旅行者展示。Panini的《古代罗马》和《现代罗马》代表了最受珍视的景观,包括著名的希腊罗马雕像以及著名废墟、喷泉和教堂的景观。由于十八世纪末之前欧洲各地几乎没有博物馆,大旅行者常常通过获准进入私人收藏来观赏绘画和雕塑,许多人渴望为自己的收藏获得希腊罗马和意大利艺术的范例。在英国,建筑日益被视为贵族的追求,贵族们常常将他们从Veneto地区Palladio的别墅和罗马引人回忆的废墟中学到的东西应用到自己的乡间宅邸和花园中。

题目与逐题解析

51. What is said about the Grand Tour?

- A) It was fashionable among young people of the time.
- B) It was unaffordable for ordinary people.
- C) It produced some famous European artists.
- D) It made a compulsory part of college education.

关于大游学有何说法？

- A) 它在当时的年轻人中很流行。 B) 普通人负担不起。 C) 它造就了一些著名的欧洲艺术家。
D) 它成为大学教育的必修部分。

【答案】 B (细节题)

【判型】 What is said about the Grand Tour 直接问关于这件事的某个陈述，是对原文细节的事实性核对，不要求归纳整篇也不要求推断。

【拆句】 What is said about the Grand Tour? 是 What 引导的一般疑问句，谓语用被动 is said，主语是疑问词 What。结构平铺直叙，无陷阱。

【定位】 Travel was arduous and costly throughout the period, possible only for a privileged class—the same that produced gentlemen scientists, authors, antique experts, and patrons of the arts. 整个时期，旅行都既艰辛又昂贵，只有特权阶层才负担得起——也正是这一阶层产生了绅士科学家、作家、古董鉴赏家和艺术赞助人。

【选项】 A) 偷换概念

It was fashionable among young people of the time 把原文的 young aristocrats (年轻贵族) 偷偷换成 young people (年轻人)。原文限定是年轻贵族这个特权小群体，并未说在所有年轻人中流行。

B) ✓ 正确

possible only for a privileged class ↔ **unaffordable for ordinary people**

预判是「只有少数人去得起」，B 选项 unaffordable for ordinary people 正是这句话从「少数人可以」翻成「多数人不可以」的对称否定，与定位句严丝合缝。

C) 无中生有

It produced some famous European artists 说 Grand Tour 培养出了著名艺术家。原文 the same that produced gentlemen scientists, authors, antique experts, and patrons of the arts 说的是「特权阶层」产生了这些人，且这些人是科学家、作家、古董专家、艺术赞助人，不是 artists；而且产生主语是「阶层」，不是 Grand Tour 本身。

D) 偷换概念

It made a compulsory part of college education 用 college education 替换原文的 classical education。前者指大学教育，后者指对古希腊罗马经典的学习；而且原文用的是 fashionable (流行的)，不是 compulsory (必修的)。

52. What did Grand Tourists have in common?

- A) They had much geographic knowledge.
- B) They were courageous and venturesome.
- C) They were versed in literature and interested in art.
- D) They had enough travel and outdoor-life experience.

大游学旅行者有什么共同点？

- A) 他们有丰富的地理知识。 B) 他们勇敢且富有冒险精神。 C) 他们精通文学并对艺术感兴趣。
- D) 他们有足够的旅行和户外生活经验。

【答案】 **C** (细节题)

【判型】 What did Grand Tourists have in common 问的是一个客观共性事实，仍属于「原文写了就有、没写就没」的细节核对。

【拆句】 What did Grand Tourists have in common? 一般疑问句，have in common 是固定搭配 have something in common (有共同点) 的中间挖空形式。结构平铺直叙，无陷阱。

【定位】 The Grand Tourist was typically a young man with a thorough grounding in Greek and Latin literature as well as some leisure time, some means, and some interest in art.

Grand Tourist 通常是一位对希腊和拉丁文学有透彻基础、并有一定闲暇时间、一定经济能力以及对艺术抱有感兴趣的年轻人。

【选项】 A) **无中生有**

They had much geographic knowledge (具备丰富的地理知识) 在原文中找不到对应——原文给的是古典文学、闲、钱、艺术兴趣，未提地理知识。

B) **以偏概全**

They were courageous and venturesome (勇敢而富冒险精神) 只对应第 3 段提到的 a very few adventurers to Spain, Greece, or Turkey, 即极少数冒险家，而不是 Grand Tourist 群体的共性。

C) **✓ 正确**

a thorough grounding in Greek and Latin literature ↔ **versed in literature**

some interest in art ↔ **interested in art**

预判要求同时覆盖「古典文学功底 + 艺术兴趣」，C 项 versed in literature and interested in art 两段并列恰好对应两点，无遗漏。

D) **无中生有**

They had enough travel and outdoor-life experience (有充分的旅行和户外经验) 原文没说。原文只在第 1 段说 Travel was arduous and costly——旅行艰难，反而暗示他们从未做过这类艰苦旅行。

53. How did Grand Tourists benefit from their travel?

- A) They found inspiration in the world's greatest masterpieces.
- B) They got a better understanding of early human civilization.
- C) They developed an interest in the origin of Modern art forms.
- D) They gained some knowledge of classical art and architecture.

大游学旅行者如何从旅行中受益？

- A) 他们从世界上最伟大的杰作中找到了灵感。 B) 他们对早期人类文明有了更好的了解。
C) 他们对现代艺术形式的起源产生了兴趣。 D) 他们获得了一些古典艺术和建筑方面的知识。

【答案】 D (细节题)

【判型】 How did Grand Tourists benefit from their travel 问的是一个客观事实——旅行带给他们什么收获，是细节核对题。

【拆句】 How did Grand Tourists benefit from their travel? How 引导的一般疑问句，benefit from 是固定搭配（从...中获益）。结构平铺直叙，无陷阱。

【定位】 Most Grand Tourists, however, stayed for briefer periods and set out with less scholarly intentions, accompanied by a teacher or guardian, and expected to return home with souvenirs of their travels as well as an understanding of art and architecture formed by exposure to great masterpieces.

然而大多数 Grand Tourists 停留时间较短、出发时学术目的也较弱，由一位教师或监护人陪同，并预期带着旅行纪念品以及通过接触杰作而形成的对艺术与建筑的理解回到家中。

【选项】 A) **过度推断**

They found inspiration in the world's greatest masterpieces (从最伟大的杰作中找到灵感) 原文只说 exposure to great masterpieces (接触杰作), 并未说找到了灵感; 找到灵感是创作者的反应, 原文是观众式的学习。

B) **偷换概念**

They got a better understanding of early human civilization (对早期人类文明有了更好理解) 原文谈的是 art and architecture, 特别是古希腊罗马的艺术与建筑, 不是泛泛的「早期人类文明」。early human civilization 通常指史前或更广义的远古文明。

C) **与原文相反**

They developed an interest in the origin of Modern art forms (对现代艺术形式的起源产生兴趣) 原文谈的全部是 classical/Greco-Roman 古典艺术, 与「现代艺术」在时代上正好相反, 且未提「起源研究」。

D) **✓ 正确**

an understanding of art and architecture formed by exposure to great masterpieces ↔

They gained some knowledge of classical art and architecture

as the culmination of their classical education ↔ **classical art and architecture**

预判要求「获得艺术与建筑的认识」, D They gained some knowledge of classical art and architecture 三个语义点完整覆盖: gained = formed/return with、knowledge = understanding、art and architecture 原词, 命中度最高。

54. Why did many Grand Tourists visit the private collections?

- A) They could buy unique souvenirs there to take back home.
- B) Europe hardly had any museums before the 19th century.
- C) They found the antiques there more valuable.
- D) Private collections were of greater variety.

为什么许多大游学旅行者参观私人收藏?

- A) 他们可以在那里购买独特的纪念品带回家。 B) 19世纪以前欧洲几乎没有任何博物馆。
- C) 他们发现那里的古董更有价值。 D) 私人收藏的种类更多。

【答案】 **B** (细节题)

【判型】 Why did many Grand Tourists visit the private collections 问的是一个具体原因, 原文应有 since/because 之类的因果句, 是细节题而非推断题。

【拆句】 Why did many Grand Tourists visit the private collections? Why 引导的一般疑问句, visit 是谓语动词。结构平铺直叙, 无陷阱。

【定位】 Since there were few museums anywhere in Europe before the close of the eighteenth century, Grand Tourists often saw paintings and sculptures by gaining admission to private collections, and many were eager to acquire examples of Greco-Roman and Italian art for their own collections.

由于 18 世纪末以前整个欧洲几乎没有什么博物馆，Grand Tourists 往往通过取得进入私人收藏的许可来看画作与雕塑，许多人还急切地希望为自己的收藏获取希腊罗马和意大利艺术的样本。

【选项】 A) 答非所问

They could buy unique souvenirs there to take back home (他们可以在那里买独特的纪念品带回家) 原文说的是 gaining admission to private collections (取得参观许可)，并非购物；纪念品 souvenirs 是第 2 段的话题，与「为何参观私人收藏」无关。

B) ✓ 正确

there were few museums anywhere in Europe before the close of the eighteenth century ↔

Europe hardly had any museums before the 19th century

预判「当时几乎没博物馆」与 B Europe hardly had any museums before the 19th century 一一对应，连时间表达都完成了 the close of the eighteenth century → the 19th century 的对称转换。

C) 无中生有

They found the antiques there more valuable (他们发现那里的古董更有价值) 原文没有比较——既未说私人收藏比哪里的更有价值，也没有 valuable 这种判断。

D) 无中生有

Private collections were of greater variety (私人收藏种类更丰富) 原文未提「种类多」或与其他来源做对比；原文只说很多人「急于为自己的收藏获取样本」，与「种类更多」无关。

55. How did the Grand Tour influence the architecture in England?

- A) There appeared more and more Roman-style buildings.
- B) Many aristocrats began to move into Roman-style villas.
- C) Aristocrats' country houses all had Roman-style gardens.
- D) Italian architects were hired to design houses and gardens.

大游学如何影响英国的建筑？

- A) 出现了越来越多的罗马风格建筑。 B) 许多贵族开始搬入罗马风格的别墅。
- C) 贵族的乡村住宅都有罗马风格的花园。 D) 意大利建筑师被雇来设计房屋和花园。

【答案】 A (细节题)

【判型】 How did the Grand Tour influence the architecture in England 问的是一个原文已写出的具体影响，仍走细节核对，不是要归纳全篇主旨。

【拆句】 How did the Grand Tour influence the architecture in England? How 引导的一般疑问句，influence 是谓语，the architecture in England 是宾语，in England 修饰 architecture。结构平铺直叙，无陷阱。

【定位】 In England, where architecture was increasingly seen as an aristocratic pursuit, noblemen often applied what they learned from the villas of Palladio in the Veneto and the evocative ruins of Rome to their own country houses and gardens.

在英格兰，建筑越来越被视为贵族的爱好，贵族们常常把他们从威尼托地区帕拉第奥别墅以及罗马富于唤起力的废墟中学到的东西，运用到自己的乡间住宅和花园之中。

【选项】 A) ✓ 正确

noblemen often applied what they learned from the villas of Palladio in the Veneto and the evocative ruins of Rome to their own country houses and gardens

↔ **There appeared more and more Roman-style buildings**

the villas of Palladio in the Veneto and the evocative ruins of Rome ↔ **Roman-style**

原文写「贵族把学到的罗马风格用到自家房子」，A There appeared more and more Roman-style buildings 是从结果角度对这件事的客观转述，对应得严丝合缝。

B) 偷换概念

Many aristocrats began to move into Roman-style villas (许多贵族开始搬进罗马风格的别墅) 原文是把「从别墅中学到的」风格应用到自家英国住宅上，不是搬进意大利的别墅；move into 这一行为原文未提。

C) 以偏概全

Aristocrats' country houses all had Roman-style gardens (贵族的乡间住宅都有罗马风格的花园) 原文用 often applied (经常应用)，是高频但非全部；选项 all 把高频升级成绝对全部，范围被偷偷放大。

D) 无中生有

Italian architects were hired to design houses and gardens (意大利建筑师被雇来设计房子和花园) 原文说的是 noblemen 自己应用所学，未提雇佣意大利建筑师；hire 这一动作整体属于杜撰。

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。

Beginning in the late sixteenth century, it became fashionable for young aristocrats to visit Paris, Venice, Florence, and above all, Rome, as the culmination(终极) of their classical education.

第1段，第1句

「it became + 形容词 + for sb to do」是四六级和考研阅读中的高频句型,状语从句的位置和作用也很典型;掌握本句结构后可迁移到大量类似句子

Most Grand Tourists, however, stayed for briefer periods and set out with less scholarly intentions, accompanied by a teacher or guardian, and expected to return home with souvenirs of their travels as well as an understanding of art and architecture formed by exposure to great masterpieces.

第2段，第3句

本句时态本身不难，但结构训练价值高，尤其适合练主干定位和非谓语识别。对巩固并列谓语与附加修饰的区分很有帮助，值得优先纳入结构训练。

The British traveler Charles Thompson spoke for many Grand Tourists when in 1744 he described himself as "being impatiently desirous of viewing a country so famous in history, a country which once gave laws to the world, and which is at present the greatest school of music and painting, contains the noblest productions of sculpture and architecture, and is filled with cabinets of rarities, and collections of all kinds of historical relics".

第3段，第3句

强烈推荐。此句能有效训练学生在复杂修饰语中保持清晰逻辑的能力，是进阶学习者的必练句。

Within Italy, the great focus was Rome, whose ancient ruins and more recent achievements were shown to every Grand Tourist.

第3段，第4句

“主句 + 逗号后补充说明前面名词”的结构在考试阅读里非常常见。再加上过去时和被动语态的组合，具有较强的迁移价值。

Since there were few museums anywhere in Europe before the close of the eighteenth century, Grand Tourists often saw paintings and sculptures by gaining admission to private collections, and many were eager to acquire examples of Greco-Roman and Italian art for their own collections.

第3段，第6句

“句首原因状语 + 并列主句”的组合非常常见，阅读里经常出现。掌握这种展开方式后，处理同类历史说明句、议论文说明句都很有迁移性。

In England, where architecture was increasingly seen as an aristocratic pursuit, noblemen often applied what they learned from the villas of Palladio in the Veneto and the evocative(唤起回忆的) ruins of Rome to their own country houses and gardens.

第3段，第7句

主句嵌套宾语从句配合非限制性定语从句补充背景，是四六级和考研阅读中的高频句式；what引导名词性从句、where引导非限制性定语从句都是常考结构，掌握后可大量迁移到同类长难句分析。

There appeared more and more Roman-style buildings.

第55题，A

There 加表示出现或存在类动词加名词短语 的完全倒装句在叙述性或说明性文章中很常见，掌握这一句型后可以迁移到 There stood、There existed 等大量同类表达。

HIGH-FREQUENCY · 真题高频词

本篇出现的 54 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。

grand B1

adj. 宏伟的

本篇12次 · 真题 19 句

collection B1

n. 收集物

本篇5次 · 真题 28 句

architecture

B2

n. 建筑学;建筑设计

本篇5次·真题 17 句

ruin

B2

v. 毁坏

本篇3次·真题 17 句

view

A2

n. 观点, 看法

本篇2次·真题 134 句

gain

B1

v. 获得;赢得

本篇2次·真题 96 句

understanding

B1

n. 理解;领悟

本篇2次·真题 84 句

classical

B2

adj. 古典的

本篇2次·真题 33 句

traveler

A2

n. 旅行者

本篇2次·真题 20 句

literature

B2

n. 文学

本篇2次·真题 19 句

fashionable

B1

adj. 时髦的

本篇2次·真题 11 句

less

A1

det. 较少的

本篇1次·真题 273 句

author

A2

n. 作者

本篇1次·真题 264 句

benefit

B1

n. 好处

本篇1次·真题 244 句

focus

B1

n. 重点

本篇1次·真题 200 句

design

B1

n. 设计

本篇1次·真题 119 句

expert

B1

n. 专家

本篇1次·真题 114 句

increasingly

B2

adv. 越来越;日益;不断地

本篇1次·真题 78 句

variety B1

n. 多样化

本篇1次 · 真题 66 句

apply A2

v. 申请

本篇1次 · 真题 63 句

production B1

n. 生产

本篇1次 · 真题 58 句

essential B1

adj. 必不可少的

本篇1次 · 真题 55 句

unique B2

adj. 独特的

本篇1次 · 真题 54 句

contain B1

v. 包含, 含有

本篇1次 · 真题 52 句

thus B2

adv. 因此, 所以

本篇1次 · 真题 47 句

represent B1

v. 代表

本篇1次 · 真题 45 句

achievement B1

n. 成就

本篇1次 · 真题 44 句

interested A1

adj. 感兴趣的

本篇1次 · 真题 41 句

means A2

n. 方法

本篇1次 · 真题 35 句

historical B2

adj. 历史的

本篇1次 · 真题 32 句

valuable B1

adj. 贵重的

本篇1次 · 真题 32 句

acquire B2

v. 获得

本篇1次 · 真题 31 句

hire A2

v. 雇用

本篇1次 · 真题 29 句

fountain B1

n. 喷泉

本篇1次 · 真题 26 句

typically B1

adv. 通常, 一般

本篇1次·真题 26 句

beginning A1

n. 开始

本篇1次·真题 25 句

destination B1

n. 目的地

本篇1次·真题 25 句

pursuit B2

n. 追求

本篇1次·真题 25 句

ordinary B1

adj. 普通的

本篇1次·真题 24 句

exposure B2

n. 暴露

本篇1次·真题 21 句

portray B2

v. 描绘

本篇1次·真题 20 句

brief B1

adj. 简短的;短暂的

本篇1次·真题 16 句

costly B2

adj. 昂贵的, 代价高的

本篇1次·真题 16 句

frequent B1

adj. 频繁的

本篇1次·真题 16 句

leisure B1

n. 闲暇

本篇1次·真题 16 句

origin B2

n. 起源

本篇1次·真题 14 句

comprehensive B2

adj. 全面的

本篇1次·真题 13 句

eager B1

adj. 热切的

本篇1次·真题 12 句

accompany B2

v. 陪同;陪伴

本篇1次·真题 11 句

admission B2

n. 承认 (错误、罪行等)

本篇1次·真题 11 句

inspiration

B2

n. 灵感

本篇1次 · 真题 11 句

privileged

C1

adj. 有特权的

本篇1次 · 真题 11 句

civilization

B2

n. 文明(社会)

本篇1次 · 真题 8 句

intention

B1

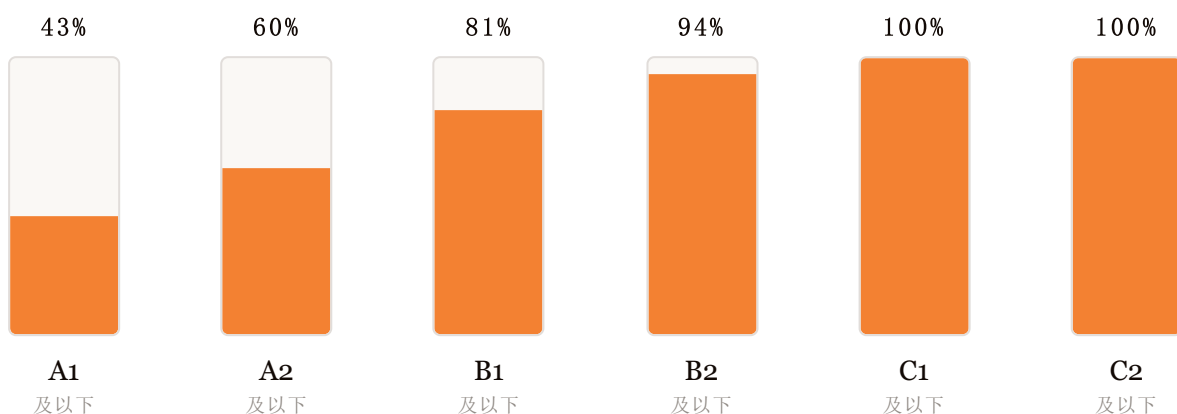
n. 意图

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 13 个 · 约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 221 个 · 末柱为 100%

去重总词数

221

B2 以上难词

6%

B1 及以下覆盖

81%

英语六级 2017年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2017年6月第1套共用 · 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3套英语六级汉译英（段落翻译）·客观介绍唐朝的繁荣及李白杜甫 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3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3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**.

唐朝始于618年，终于907年，是中国历史上最灿烂的时期。经过近三百年的发展，唐代中国成为世界上最繁荣的强国，其首都长安是当时世界上最大的都市。这一时期，经济发达、商业繁荣、社会秩序稳定，甚至边境也对外开放。随着城市化和财富的增加，艺术和文学也繁荣起来。李白和杜甫是以作品简洁自然而著称的诗人。他们的诗歌打动了学者和普通人的心。即使在今天，他们的许多诗歌仍广为儿童及成人阅读背诵。

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 Tang Dynasty, which began in 618 and ended in 907, was the most splendid period in Chinese history. After nearly three centuries of development, Tang China became the most prosperous power in the world, and its capital Chang'an was the largest city in the world at that time. During this period, the economy was developed, commerce flourished, social order was stable, and even the borders were open to the outside world. With the growth of urbanization and wealth, art and literature flourished as well. Li Bai and Du Fu were poets known for the simplicity and naturalness of their works. Their poems touched the hearts of both scholars and ordinary people. Even today, many of their poems are still widely read and recited by both children and adults.

【衔接】句1与句2之间：用承接显出发展脉络

句1说唐朝是最灿烂时期，句2说经过近三百年发展成为强国，二者是“总评→具体表现”的递进。句2句首已有 After nearly three centuries of development 作背景承接，自然衔接，无需再加关联词；只要保证 the Tang Dynasty 与 Tang China 指代清楚同一对象即可。

句5与句6之间：用代词they/their承接避免重复人名

句5首次出现全名 Li Bai and Du Fu，句6 他们的诗歌 不要重复人名，用 their poems 承接；句7 他们的许多诗歌 同理用 their poems，全篇人名只出一次，其后一律 they/their，读起来更连贯不啰嗦。

句6与句7之间：用Even today转出今昔对照

句6讲当年诗歌“打动了”人心(过去)，句7 即使在今天 讲到现在仍被读背，二者形成今昔对照。句7句首 Even today 既是让步状语又起转折承接作用，把读者从“当年”自然带到“如今”，时态也随之从过去切到现在，对照鲜明。

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】客观介绍唐朝的繁荣及李白杜甫

这段是一篇典型的中国历史/文化介绍：先讲唐朝的起讫与繁荣，再讲两位代表诗人。开篇 唐朝始于618年，终于907年，是中国历史上最灿烂的时期 既给了具体年份(历史叙述)，又给了对那个朝代的整体评价(客观陈述)。语体是中性、客观的说明文，不带强烈感情色彩，用词偏正式、平实即可，不必华丽。

【时态】一般过去时

全篇主体是在追述一个已经结束的朝代发生过的事：唐朝始于618年，终于907年 明确这个朝代早已终结，所以“始于/终于/成为/发达/繁荣/打动”等讲那个时代发生过的状况，统一用一般过去时。唯一例外是最后一句 即使在今天，他们的许多诗歌仍广为儿童及成人阅读背诵——它讲的是“今天仍然”的现状，要切回一般现在时。

【译法】唐朝

唐朝 用约定俗成的英文译名 the Tang Dynasty，首字母大写、Dynasty 单数加定冠词 the；全篇只要再提这个朝代，一律用 the Tang Dynasty 或代词 it，不要一会儿 Tang 一会儿 Tang Dynasty 乱换。

长安

其首都长安 用拼音音译 Chang'an（注意中间的隔音撇号），首字母大写；这是专有地名，全篇统一这一种写法。

李白和杜甫

李白和杜甫 用拼音译名 Li Bai and Du Fu，姓名首字母均大写；下文再提到“他们”用代词 they/their 承接即可，不必重复全名。

1. 唐朝始于618年，终于907年，是中国历史上最灿烂的时期。

【主干】 主语唐朝 + 系动词 + 表语最灿烂时期 (主语策略：原句主语)

中文主语明确就是 唐朝。这句真正的主干是"唐朝是...最灿烂的时期"，主谓宾(表语)为 The Tang Dynasty was the most splendid period; 而 始于618年，终于907年 是对主语的补充说明，不进主干。

【降级】 始于终于降级为分词或定语从句

始于618年，终于907年 是对主语的描述，不要和主干用 and 平铺成"The Tang Dynasty began in 618 and ended in 907 and was..."三个动词排队的流水句。可降级成定语从句 which began in 618 and ended in 907，或分词结构 lasting from 618 to 907，挂到主语后面，让"是最灿烂时期"这个判断当唯一主干谓语。

【语法】 时态

回指全篇基调用一般过去时：began / ended / was，因为讲的是这个已结束朝代当年的状况。

冠词

the Tang Dynasty 专名带定冠词；the most splendid period 最高级前必须加 the。

最高级

最灿烂 用形容词最高级 the most splendid / the most glorious；"中国历史上"作范围状语 in Chinese history，限定最高级的比较范围。

【译文】 The Tang Dynasty, which began in 618 and ended in 907, was the most splendid period in Chinese history.

2. 经过近三百年的发展，唐代中国成为世界上最繁荣的强国，其首都长安是当时世界上最大的都市。

【主干】 两套主谓拆成两句或并列 (主语策略：原句主语)

这句中文其实含两个独立断言：唐代中国成为世界上最繁荣的强国(主语 Tang China，谓语 became，宾语 the most prosperous power)和 其首都长安是当时世界上最大的都市(主语 its capital Chang'an，系动词 was，表语 the largest city)。两套主谓各自成句，不能挤进一个主干。

【降级】 经过近三百年发展降级为状语

经过近三百年的发展 不是主干，降级成介词短语状语 After nearly three centuries of development 放句首；当时 降级成时间状语 at that time / then 修饰长安那半句。主体是"成为强国" + "长安是最大都市"两套主谓用 and 并列。

【语法】时态

回指基调用一般过去时: became / was, 讲当年的状况。

最高级与冠词

最繁荣的强国 → the most prosperous power; 最大的都市 → the largest city, 两处最高级都加 the。

单复数

近三百年 → nearly three centuries, century 用复数; development 不可数不加 s。

指代

其首都的"其"指唐代中国, 用物主代词 its capital, 注意 its 不带撇号(its 不是 it's)。

【译文】 After nearly three centuries of development, Tang China became the most prosperous power in the world, and its capital Chang'an was the largest city in the world at that time.

3. 这一时期, 经济发达、商业繁荣、社会秩序稳定, 甚至边境也对外开放。

【主干】 四个并列主谓陈述这一时期 (主语策略: 原句主语)

这句是四个并列短断言: 经济发达(the economy was developed)、商业繁荣(commerce flourished / was prosperous)、社会秩序稳定(social order was stable)、边境也对外开放(the borders were open)。每个都是"某方面 + 怎么样", 各有主语, 宜处理成并列分句。

【降级】 这一时期降为时间状语甚至作递进

这一时期 降级成时间状语 During this period 置于句首统领全句。甚至边境也对外开放的"甚至"是递进语气, 用 even 引出, 放在最后一个并列项前(and even the borders were open), 体现"连边境都开放了"的层层加码。

【语法】时态

回指基调用一般过去时: was developed / flourished / was stable / were open, 讲当年这一时期的状况。

单复数与主谓一致

边境 指国家四周的多条边境线, 用复数 the borders were(系动词用 were); the economy / commerce / social order 为单数, 配 was。每个谓语都要和自己的主语对上单复数。

用词

对外开放 译 open to the outside world 或 open to foreign trade, open 在此作形容词表语; 勿写成中式的 open outward。

【译文】 During this period, the economy was developed, commerce flourished, social order was stable, and even the borders were open to the outside world.

4. 随着城市化和财富的增加, 艺术和文学也繁荣起来。

【主干】 主语艺术和文学谓语繁荣起来 (主语策略: 原句主语)

主干是 艺术和文学也繁荣起来: 主语 art and literature, 谓语 flourished / thrived。这是个简单的主谓句, 主语明确, 无需补主语或转被动。

【降级】 随着增加降为with或as状语

随着城市化和财富的增加 是伴随背景，降级成状语：用介词 With urbanization and growing wealth，或用 As 引导的时间状语从句 As urbanization advanced and wealth increased。主干"艺术和文学繁荣"保持一个谓语 flourished。

【语法】 时态

回指基调用一般过去时：flourished；若用 As 从句，从句也用过去时 increased。

单复数与不可数

城市化 urbanization、财富 wealth、art、literature 均为不可数名词，不加 s、一般不加冠词。

用词

繁荣起来 用 flourished / thrived，比 became prosperous 更贴"蓬勃兴起"的动态；"也"用 also 或 too 呼应前文繁荣，可省。

【译文】 With the growth of urbanization and wealth, art and literature flourished as well.

5. 李白和杜甫是以作品简洁自然而著称的诗人。

【主干】 李杜是诗人主系表（主语策略：原句主语）

主干是判断句 李白和杜甫是...诗人：主语 Li Bai and Du Fu，系动词 were，表语 poets。以作品简洁自然而著称 是对 poets 的修饰，不进主干。

【降级】 著称改定语从句修饰诗人

以作品简洁自然而著称 降级成修饰 poets 的后置定语：用定语从句 who were known for the simplicity and naturalness of their works，或介词短语 known for...。"作品简洁自然"是"著称"的内容，用 for + 名词短语承载。

【语法】 时态

回指基调用一般过去时：were / were known，讲这两位古人当年的身份与声誉。

单复数

主语是两个人 Li Bai and Du Fu，表语 poets 用复数，系动词用 were；their works 用复数(作品不止一篇)。

介词搭配

"以...著称"固定搭配 be known for(因...而出名)，注意是 for 不是 as；be known as 意为"作为...而知名"含义不同。

【译文】 Li Bai and Du Fu were poets known for the simplicity and naturalness of their works.

6. 他们的诗歌打动了学者和普通人的心。

【主干】 主语他们的诗歌谓语打动宾语心（主语策略：原句主语）

主干清晰：主语 他们的诗歌 their poems / poetry，谓语 打动了 touched / moved，宾语 学者和普通人的心 the hearts of scholars and ordinary people。是个标准主谓宾句，主语明确无需改造。

【降级】本就简单句无需降级

这句结构简单，主干一立就基本到位，无多余分句需降级。仅需把 学者和普通人 处理成并列名词 scholars and ordinary people 作 hearts 的 of 定语。

【语法】时态

回指基调用一般过去时：touched / moved，呼应原文"打动了"的完成动作。

单复数

他们的诗歌 指多首诗，用复数 their poems(或不可数 their poetry)；学者和普通人 泛指各类人，用复数 scholars and ordinary people；hearts 多人之心用复数。

用词

打动了...的心 用 touched / moved the hearts of...，touch one's heart 是"打动人心"的地道说法；勿用 hit / beat 等字面硬译。

【译文】Their poems touched the hearts of both scholars and ordinary people.

7. 即使在今天，他们的许多诗歌仍广为儿童及成人阅读背诵。

【主干】诗歌被阅读背诵转被动（主语策略：转被动）

中文 他们的许多诗歌仍广为儿童及成人阅读背诵 的逻辑是"诗歌被人们读背"——动作承受者是诗歌，施动者是儿童成人。英文把承受者 many of their poems 提作主语、用被动 are still widely read and recited，由 by children and adults 引出施动者，最贴合"广为...阅读"的语义。

【降级】即使在今天降为让步状语

即使在今天 降级成让步状语 Even today 置于句首，呼应"过去那么久了，到现在仍..."的让步意味。儿童及成人 作 by 后并列宾语 by children and adults。主干是被动句"诗歌被读背"。

【语法】时态

本句偏离全篇过去时基调：即使在今天...仍... 讲的是延续到现在的现状，用一般现在时被动 are still read and recited——这是全篇唯一该用现在时的句子，务必和前面过去时区分开。

语态

用被动 be read and recited，主语 many of their poems 是被读背的对象；read 过去分词仍写 read(形不变)，recited 规则变化。

主谓一致与单复数

主语 many of their poems 是复数，系动词用 are；children 是 child 的不规则复数，adults 加 s。

用词

广为 用副词 widely 修饰被动；阅读背诵 read and recited 两个动作并列共用一个 be。

【译文】Even today, many of their poems are still widely read and recited by both children and adults.

英语六级 2017年6月·第3套 · 全卷构成

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